

DOCUMENT RESUME

ED 214 531

IR 010 117

TITLE Report of the Statewide Continuing Library Education Advisory Committee on the Development of a Program to Meet the Educational Needs of New York Continuing Library Education Planners and Administrators.

INSTITUTION New York State Library, Albany.

PUB DATE 81

NOTE 77p.

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Advisory Committees; Clearinghouses; Educational Needs; *Educational Planning; *Librarians; Library Networks; Library Schools; Postsecondary Education; *Professional Continuing Education; Questionnaires; Staff Development; *Statewide Planning; *Teacher Educator Education

IDENTIFIERS *New York

ABSTRACT

The 5-year action plan, proposed to develop a cadre of continuing education specialists through a state level educational program for persons carrying out educational programming and planning for New York continuing library education, addresses two related needs: the need to improve the program planning process, and the need to provide people with diverse backgrounds representing a wide range of organizations and interests with the information necessary to respond to emerging continuing education issues. The plan consists of three elements: a continuing library education network, an information clearinghouse, and a multilevel training program. Activities appropriate to each element are outlined, including the publication of a directory of New York continuing library education providers, a biennial state level training program with regional spinoff training, informational idea exchange meetings during New York Library Association conferences and on a regional basis, and the creation and distribution of information packages. It is also recommended that a permanent state level continuing library education committee be established. This report defines the program planning process and identifies issues, knowledge needs, skills required, and fundamental attitudes useful for productive involvement in continuing library education. A draft contact list of continuing library education providers is appended. (RBF)

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REPORT
OF

THE STATEWIDE CONTINUING LIBRARY EDUCATION ADVISORY COMMITTEE
ON THE DEVELOPMENT OF A PROGRAM
TO MEET THE EDUCATIONAL NEEDS
OF NEW YORK CONTINUING LIBRARY EDUCATION
PLANNERS AND ADMINISTRATORS

1981

SUBMITTED TO:

JOSEPH F. SHUBERT
ASSISTANT COMMISSIONER FOR LIBRARIES
AND STATE LIBRARIAN
NEW YORK STATE LIBRARY

The University of the State of New York
The State Education Department
Cultural Education Center
Empire State Plaza
Albany, NY 12230

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Brooklyn College of the City University of New York

Bedford Avenue and Avenue H Brooklyn, New York 11210

Brooklyn College Library

January 28, 1981

Joseph F. Shubert
Assistant Commissioner and State Librarian
New York State Library
Cultural Education Center
Empire State Plaza
Albany, New York 12230

Dear Joe:

It is my pleasure to forward to you, on behalf of the State Continuing Library Education Advisory Committee, our Report and Action Plan. In appointing this Committee you have affirmed the State Library's commitment to the promotion of continuing education as an essential element of librarianship. As a side effect, you have created twelve advocates statewide who will monitor and encourage the State Library's efforts.

We have made the first steps toward identifying the continuing education specialists statewide and have developed a plan of action for the State Continuing Education Consultant. We believe this position is a crucial one and the recommendations have little meaning without forceful administration.

I speak on behalf of the Committee in indicating what a pleasure it was to work with Kathleen Weibel and Marion Rhodes. They shared their expertise with us and kept us on the right course.

The Committee has received an extension through March and we plan one more meeting in Albany. At that time we would like to meet with you and discuss the Report, the Action Plan and the future of the Committee. I will be in touch with you to arrange a date and time.

Again, thank you for your support. I look forward to our meeting.

Sincerely,

Susan Vaughn, Chairperson
State Continuing Education Advisory Committee

cc: E.J. Josey
Marion Rhodes
Members, State Continuing Education Advisory Committee

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ABSTRACT

This report, prepared by the Statewide Continuing Library Education Advisory Committee, is concerned with methods for meeting the continuing education needs of people carrying out programming and planning for New York continuing library education. A five-year action plan is proposed consisting of three elements: a continuing library education network, an information clearinghouse, and a multi-level training program. Activities appropriate to each element are outlined and include publication of a directory of New York continuing library education providers, a biennial State level training program with regional spinoff training, informal idea exchange meetings during New York Library Association conferences and on a regional basis, and creation and distribution of information packages. The establishment of a permanent State level continuing library education committee is recommended also.

People carrying out programming and planning for New York continuing library education are characterized as a diverse, scattered, and frequently transient group, functioning primarily through continuing library education provider organizations. Three roles are identified for those individuals: administrator, planner, and resource person.

Continuing library education provider organizations are categorized as systems, library education programs, associations, networks and utilities, governmental units, libraries with staff development programs, and commercial providers. A draft contact list of providers was prepared and is appended to the report.

The needs of continuing library education planners and administrators are derived from problems related to issues in continuing library education and program planning.

Eight issues in continuing library education are identified: coordination, communication, consumers of continuing library education, delivery systems, development, recognition, direct and indirect costs, and continuing education policies.

The program planning process is defined in terms of eight elements: assessing needs and audiences, setting goals and objectives, selecting resources, designing programs, financing and budgeting, making arrangements, evaluating the program, and evaluating the impact of the program.

Knowledge needs in two areas are specified: working knowledge of continuing library education and general knowledge of continuing education.

Skills required in continuing library education are identified and categorized as primary skills fundamental to continuing library education and secondary or supportive skills.

Fundamental attitudes useful for productive involvement in continuing library education are also identified.

Because of the focus on the needs of those who plan and produce continuing library education, this report does not directly address issues in continuing library education except as related to the educational needs of that target audience. This report also does not directly address the needs of individuals planning or carrying out independent or informal continuing library education, such as reading, but rather focuses on needs which derive from planning and programming so that others might learn.

INTRODUCTION

Background and Need

Following the recommendations of a team of New York continuing library educators¹ participating in the 1978-79 Continuing Library Education Network and Exchange (CLENE) Institute on State level planning for continuing library education,² a series of site visits and interviews with providers of continuing library education in New York State were carried out in 1979 by the New York State Library's continuing education consultant.

One of the major recommendations made in the resulting January 1980 report³ was the "development of a cadre of continuing education specialists in the State through a State level educational program for persons carrying out educational programming and planning for New York continuing library education." This recommendation addressed two related needs which had been both observed and expressed: 1) the need to improve the program planning process, and 2) the need to provide people with diverse backgrounds representing a wide range of organizations and interests with information necessary to respond to emerging continuing education issues.

Statewide Continuing Library Education Committee

In June 1980, Joseph F. Shubert, assistant commissioner for libraries and state librarian, appointed a committee charged with advising the New York State Library on the development of the recommended educational program. Results projected from the implementation of the committee charge were:

- 1) an educational program and action plan, with recommendations for implementation, designed to meet the needs of New York State continuing library education producers and planners, submitted to the state librarian in December 1980, and
- 2) a prototype training activity for New York State providers and planners of continuing education held in the fall 1980.

Criteria for committee composition included, in descending order of importance, representation of:

- 1) six types of organizations providing continuing library education in New York: Reference and Research Library Resources Systems (3R's); public library systems; State, regional, and local associations; networks and utilities; library education programs; and libraries with staff development programs;
- 2) all nine regions in the State; and
- 3) academic, public, special, medical, and school library interests.

Susan Vaughn, deputy associate librarian for reference services, Brooklyn College Library, chaired the Committee from September through December 1980. Muriel Regan, librarian, Rockefeller Foundation, served as chairperson from June through August 1980.

Members of the Committee were:

Richard Anglin
Adult Services Consultant
Ramapo Catskill Library System

Patricia Bentley
Head, Technical Services
Benjamin Feinberg Library
SUNY-Plattsburgh

Jean Currie
Continuing Education Consultant
South Central Research Library Council

Evelyn Daniel
Associate Professor and Assistant Dean
School of Information Studies
Syracuse University

Suellyn Hunt
Personnel and Training Consultant
Monroe County Library System
Rochester Public Library

Mary Jones
Library Liaison Officer
SUNY-OCLC Network Office
Office of Library Services
State University of New York

Frederic A. Krahn
Assistant Library Director
East Meadow Public Library

Lucretia McClure
Director
Edward G. Miner Library
University of Rochester

Marilyn Menack
Acting Dean
Division of Business, Social and Behavioral Science
Public and Human Services
Westchester Community College

William A. Miles
Assistant Deputy Director
Special Services
Buffalo and Erie County Public Library

Beverly Ryd
Vice-President and Director of Research
Russell Reynolds Associates (served September-December 1980)

Marion Rhodes, continuing education consultant in the State Education Department, Bureau of Specialist Library Services, served as New York State Library liaison with the Committee. Kathleen Weibel at the Mohawk Valley Library Association was technical advisor to the Committee.

Committee Planning Process

Committee efforts were fairly equally divided between the two elements of the committee's charge: the continuing library education provider training activity held October 23-24 as a post-conference to the New York Library Association annual

conference and the Action Plan for meeting the educational needs of continuing library education providers contained in this report.

The NYLA Post-Conference, summarized in Appendix A, was the major focus in September and October. It provided Committee members further insight into the character and needs of continuing library education provider organizations and of the individuals associated with them, as well as providing an educational opportunity for representatives of provider organizations.

The Committee concentrated on the Action Plan during November and December.

A problem-centered planning process was used to produce both the NYLA Post-Conference and the Action Plan.

The Committee first addressed the problem of defining and describing a target audience. Using the results of the 1979 site visits with New York continuing library education providers and the experiences of the Committee members in the types of provider organizations they have been associated with during their careers, New York continuing library education provider organizations and individual roles within these organizations were further identified and characterized. With Committee guidance, Marion Rhodes, New York State Library continuing education consultant, produced a draft list of provider organizations with addresses verified as of November 30, 1980 (Appendix B). Ninety-eight of these provider organizations were characterized as major providers and invited to participate in the NYLA Post-Conference.

Problems faced by providers in New York State were identified, again based on Committee experience and the results of the 1979 site visits, and categorized broadly. Post-Conference planning was based on analysis of these problems. For the Action Plan the Committee considered the knowledge, skills, and attitudes required to deal with the problems based on its experience, the experiences of other New York State continuing library education planners working at least one-quarter time on continuing library education projects,⁴ and comments solicited from NYLA Post-Conference participants.

The knowledge, skills, and attitudes identified as required to solve the problems in New York State continuing library education were stated as needs. Educational and informational means of meeting those needs were developed, and, after consideration of the New York State Library's potential role in meeting needs, an action plan was designed. In this phase of the planning process the Committee was assisted by comments from Barbara Conroy, independent educational consultant, who led the New York State Library/NYLA Post-Conference on Continuing Library Education Design.

The Committee's planning process was conducted through full Committee meetings (July 11 - Albany, August 25 - New York City, October 22 - Kiamesha Lake, and December 8 - Rochester), regional discussions (November 19 - Rochester, November 21 - New York City, November 27 - Albany), telephone polls, conference calls, and mail.

The work of the Committee was supported through LSCA Title III grants administered by the South Central Research Library Council and Mohawk Valley Library Association.

Footnotes

¹Continuing library educators appointed by Joseph F. Shubert, state librarian, to represent New York during CLENE 1978-79 Institute: Pauline Vaillancourt, professor, SUNY-Albany School of Library and Information Science, representing library associations; Carol Learmont, associate dean, School of Library Service, Columbia University, representing library education; Bernice MacDonald, assistant director, The Branch Libraries, The New York Public Library, representing New York Library Association; Kathleen Weibel, continuing education consultant (at that time), New York State Library, representing the State Library. The team was advised and assisted by professor Lucille Whalen, SUNY-Albany School of Library and Information Science, who served on the advisory board to the Institute.

²Funded by the U.S. Office of Education through the Higher Education Act Title II, the CLENE Institute, "Statewide Systems of Continuing Education: New Directions," included a week-long workshop held in Albany, New York in October 1978; follow-up meetings at the American Library Association 1979 mid-winter and 1980 annual conferences; and technical assistance from the CLENE office. The New York team also held several meetings and communicated by phone.

³"Summary Report of Broad Findings From Interviews with New York Continuing Library Education Producers." Mimeograph. January 1980. Available from New York State Library.

⁴New York State continuing library education planners consulted were: Gail Winters, project coordinator, Mohawk Valley, Upper Hudson, and Southern Adirondack Library Systems Continuing Library Education Project; Marlene Hansen, special projects coordinator, Rochester Regional Research Library Council; and Irene Zahava, continuing education coordinator, Finger Lakes Library System.

TARGET AUDIENCE

The identification of people carrying out educational programming and planning for New York continuing library education is closely linked to the identification of CONTINUING LIBRARY EDUCATION PROVIDERS: organizations, institutions, or agencies which develop and/or sponsor continuing education for all levels of library, media and information staff including volunteers and policymakers. This linkage exists because most continuing library education activities are carried out under organizational or institutional sponsorship.

There are similar problems in identifying both organizations and individuals due to the range of provider organizations, the diffuse nature of the continuing education function of providers, and the transitory nature of the continuing library education planning and programming roles. Providers change less frequently than the individuals responsible for continuing library education, but the change is still frequent enough to warrant the proviso that no identification of the New York State Continuing Library Education System can hope to be complete or accurate for any length of time.

Continuing Library Education Providers

The Statewide Continuing Library Education Advisory Committee has identified 166 providers and categorized them under five headings. Two additional categories were identified but no significant attempt was made to identify specific providers because of time limitations. Definitions of each of these categories, descriptions of overall programs, continuing library education functions, and a draft contact list of continuing library education providers are contained in Appendix B. The categories and number of providers identified in each are shown in Figure 1.

The number of providers identified in the Systems, State Level Association, Library Education, Networks and Utilities, and Governmental Unit categories are probably accurate.

Provider identification in the regional and local association categories requires further checking. The Statewide Continuing Library Education Advisory Committee assumes that the number of such associations is probably higher but was prevented by time constraints from completing a thorough identification. Such identification will require regional and local scrutiny of the draft provider list (Appendix B) and State level follow-up.

Identification of libraries with staff development programs will first require further development of the definition and criteria for determining a staff development program, most probably with provisions for levels of sophistication.

Identification of commercial providers requires a survey of the field which can be carried out at the same time and using the same method described for completion of association identification.

Organizational characteristics divide continuing library education providers. Of those identified to date, half are highly visible, stable, and structured organizations; half are visible only regionally or locally, typically don't have a permanent mailing address, and are loosely organized. In the structured, visible organizations the continuing library education function is frequently difficult to identify because, with the exception of independent continuing library educational consultants, continuing library education tends to be only one of a number of organizational functions such as reference services, interlibrary loan, etc. The less visible, loosely structured providers are themselves difficult to identify because of the turnover in leadership and impact of that leadership on the organization.

Figure 1

CATEGORIES OF NEW YORK STATE CONTINUING LIBRARY EDUCATION PROVIDERS
AND SPECIFIC PROVIDERS IDENTIFIED AS OF NOVEMBER 30, 1980

CATEGORIES WITH SPECIFIC PROVIDER IDENTIFICATION

<u>Provider Category</u>	<u>Number of Providers</u>
Systems -----	45
Public Library Systems -----	22
Reference and Research Library Resources Councils -----	9
School Library System Pilot Projects -----	12
Regional Library Cooperative Pilot Projects -----	2
Library Education Programs registered with the State Education Department -----	10
Graduate Programs -----	9
Two-Year Programs -----	1
Associations -----	56
State Level -----	3*
Regional -----	33
Local -----	16
Networks and Utilities -----	3
Governmental Units -----	1**

CATEGORIES WITHOUT SPECIFIC PROVIDER IDENTIFICATION

Libraries with Staff Development Programs

Commercial Providers

Vendors

Independent Continuing Library Education Consultants

*One State level association (New York Library Association) has eight roundtables and seven sections, all open to individual membership.

**The State Education Department has four units directly serving the library community.

Not all local or regional associations are loosely organized, but the majority are. These organizations make up more than one-quarter of the providers identified to date and are a major source of continuing library education. The other provider categories tend to contain highly structured and visible organizations with less visible continuing education functions.

Within any of the provider organizations identified a continuing library education program may be given emphasis at one time but not another. Typically, no specific written statement of purpose, role, and function related to continuing library education exists for the majority of New York continuing library education providers.

Continuing library education is also typically undertaken for a variety of reasons including: income generation, organizational visibility, establishment of leadership role, provision of opportunities for member input and participation, provision of individual work-related growth, preparation of staff for new services or maintenance of services, feedback and information collection mechanism, infusion of new ideas or change into an organization or field, or a combination of all or some such reasons.

Organizations outside the categories listed above can also serve as continuing library education providers although their primary identification is not with the library, information, or media field. These include:

- associations such as the American Society for Training and Development and commercial providers such as Technology Futures, Inc., which support areas useful in the library field
- governmental units not directly related to libraries, such as the Census Bureau
- institutions of higher education such as The State University of New York at Albany whose Public Executive Project continuing education programs support library functions.

Identification of organizations not specifically related to the library media and information science field is outside the scope of this report.

Continuing Library Education Programmers and Planners

Individuals functioning as continuing library education programmers and planners within the provider organizations identified may have one of three roles or, more typically, some overlapping combination of the three:

CONTINUING LIBRARY EDUCATION ADMINISTRATOR - individual(s) within a continuing library education provider organization, responsible for developing and managing a continuing library education program.

A continuing library education program is defined as a sequentially planned coordinated range of learning activities directed toward defined objectives.

CONTINUING LIBRARY EDUCATION PLANNER - individual(s) within a continuing library education provider organization, responsible for planning or designing continuing library education activities.

A continuing education activity is defined as a discrete component of a program designed to help achieve program objectives as well as learning objectives specifically set for the activity.

CONTINUING LIBRARY EDUCATION PRESENTER OR RESOURCE PERSON - individual(s) who actually carry out or conduct continuing education activities. Presenter and resource persons are typically involved in designing their component of a continuing education activity.

Typically the administrative role is subsumed into the general administrative function of the organization's director or chief officer unless, as in a few provider organizations, there is one person charged with the continuing library education responsibility. The administrative position is fairly easy to identify but often the individual is not able to articulate his or her role as a continuing library education administrator.

The planner role is easier to identify in associations than in other categories of providers. In associations the planning role, characteristically, is connected to particular offices. While individual planners may change often, the office remains as an identification point for the planning role. In all other types of providers except Independent Continuing Library Educational Consultants, the planning role is typically shared by a number of staff. Responsibility for continuing library education planning is connected to the topic of an activity rather than a position, with staff planning the activities in their specialties. Individuals sharing this rotating planning role are readily identified by matching specific activities with staff specialties. In organizations with a large staff, even if there is a designated continuing library education planner, staff tend to take on the planner role in their specialties.

In all types of providers the planning role may also be shared with an advisory group but, typically, the administrative role is not.

Presenters or resource people are often brought in from outside an organization for a particular activity, but this role may also be rotated within an organization depending on the availability of topical expertise. In fact, the topic of continuing library education programs is often determined by the availability of resource people within a provider organization. Once individuals successfully assume the resource person or presenter role, they tend to take this on for a variety of provider organizations.

Within a provider organization some acceptance of the administration and planner roles is essential to developing and maintaining a continuing library education program or sponsoring a continuing library education activity. The resource person and presenter roles, as stated above, can come from outside the organization.

The Statewide Continuing Library Education Advisory Committee concentrated its efforts on the planner and administrator roles rather than the more specialized resource person role. The problems and needs identified, however, are generally applicable to resource people.

The planner and administrator roles are carried out as both paid and volunteer responsibilities depending on the structure of the provider organization. In all provider organization categories, except associations (systems, library education programs, networks and utilities, governmental units, libraries with staff development programs, and commercial providers), continuing library education, like the other functions of the organization, is the responsibility of paid staff. Individuals volunteering their time may advise and assist in this function but do not have major responsibility. In associations, typically the opposite holds true.

Of the New York continuing library education providers having paid staff responsible for continuing education, only two have full-time professional staff responsible only for continuing library education administration and planning (New York State Library, Bureau of Specialist Library Services and South Central Research Library Council). In one other reference and research library council, Rochester, continuing library education is the quarter-time responsibility of a half-time member. One public library system, Monroe County, has a full-time professional responsible for continuing library education administration and personnel administration. Two graduate library education programs, Columbia University and Pratt Institute, assign continuing library education administration and planning to the associate and assistant deans respectively; in a third library education program, SUNY at Buffalo, the continuing library education administration and planning function is rotated biennially among faculty.

During 1980 two public library systems, Finger Lakes Library System and Mohawk Valley Library Association, employed part-time staff responsible for planning continuing library education programs serving six systems. The programs were funded under the Library Services and Construction Act, and these planners will not remain with the systems once the projects are concluded.

In all other continuing library education providers relying on paid staff, the responsibility for continuing library education is diffused among staff, with specialists in the larger organizations responsible for planning in their content areas.

Associations tend to rely on volunteers for continuing library education administration and planning as they do for almost all other functions. Two New York associations, New York Library Association and New York State Association of Library Boards, have paid executive directors. All others are strictly volunteer, although chapters of the Special Libraries Association and Medical Library Association can draw on the expertise and resources of full-time continuing library education professionals in the offices of the national associations.

Continuing library education may be a specifically designated responsibility of a committee within an association, the responsibility of the organization's officers in their capacity of directing the association, or some combination of the two. Larger, more highly structured organizations such as NYLA on the State level and the Nassau County and Westchester Library Associations on the local level have both an association-wide continuing library education committee with program and planning responsibility and sections with a similar function for their members. Smaller associations with minimal structure frequently devote the bulk of their efforts to activities designed to bring members together to exchange information and continue their education.

Individuals responsible for continuing library education in the volunteer associations typically change annually. In most associations this means that the organization's mailing address and telephone number also change. Orientation for

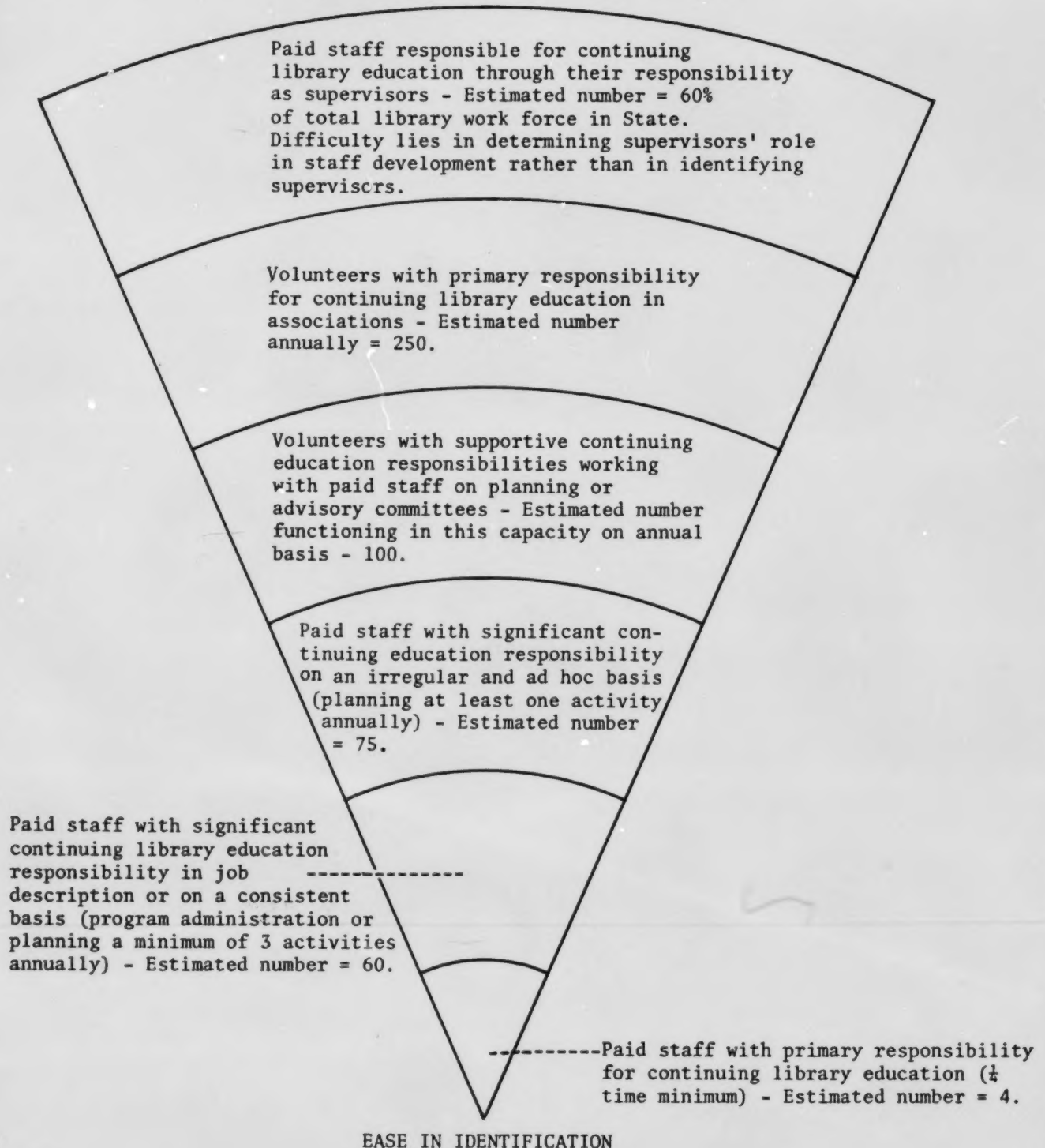
new officers, program planners, and chairs is typically dependent upon the previous leadership rather than organizational structure.

The typical individual involved in continuing library education in both paid and volunteer capacities has acquired expertise in the field through experience rather than education. The level of experience, and hence expertise, varies greatly from individual to individual. This lack of a common base of preservice knowledge exists even among paid staff responsible for continuing library education.

Figure 2 on page 11 represents the degree of difficulty in identifying individuals responsible for continuing library education planning and administration.

Figure 2

INDIVIDUAL CONTINUING LIBRARY EDUCATION PLANNERS AND ADMINISTRATORS
OF NEW YORK CONTINUING LIBRARY EDUCATION PRODUCERS
DIFFICULTY IN IDENTIFICATION



NEEDS STEMMING FROM PROBLEMS IN CONTINUING LIBRARY
EDUCATION ADMINISTRATION AND PLANNING

Two broad needs face the diverse, scattered, and frequently transient planners and administrators of New York continuing library education:

- the need for information necessary to respond to emerging continuing library education issues
- the need to improve the program planning process

These needs stem from problems shared, to varying degrees, by all continuing library education provider organizations and, hence, by the individuals functioning in the planning and administration roles.

Continuing Library Education Issues

Problems relating to ISSUES in continuing library education, which are defined as areas of concern ranging beyond planning and implementing a specific activity, have been categorized by the Statewide Continuing Library Education Advisory Committee under eight headings:

Coordination

Communication

Consumers of Continuing Library Education

Delivery Systems

Development

Recognition

Direct and Indirect Costs

Continuing Education Policies

Examples of the problems identified in each category by the Statewide Continuing Library Education Advisory Committee are given in Figure 3.

Figure 3

NEW YORK STATE CONTINUING LIBRARY EDUCATION ISSUE CATEGORIES
AND EXAMPLES OF PROBLEMS
AND ILLUSTRATIONS OF RELATED PROBLEMS

COORDINATION

- resolving "turf" issues in regard to geography, target audience responsibility, etc.
- establishing a working relationship among area providers of continuing education
- cosponsorship of continuing education activities
- designing activities which build on activities developed by other providers

Figure 3 (cont.)

COMMUNICATION

- articulating and promoting the benefits of continuing education
- consistent use of understandable training and continuing education terminology
- assuring the planner's involvement in, and reaching agreement on, program design with resource people
- assuring clear statements to consumers of continuing library education activity concerning the purposes, objectives, level, and "who should attend" an activity

CONSUMERS OF CONTINUING LIBRARY EDUCATION

- defining the target audience for each continuing education activity
- identifying and motivating the consumers who are not aware of their needs or not willing to learn or participate
- pricing the activity to be within reach of those who need the program
- dealing with participants' perceived needs and their real needs
- accommodating the differences among the participants in levels of abilities and experience

DELIVERY SYSTEMS

- effective and efficient delivery of continuing education to geographically isolated areas or dispersed populations
- maximizing participation through appropriate site selection, scheduling, and use of advanced technology
- use of appropriate training techniques for all levels of staff and policymaker education
- broader use of learning activities other than workshops

DEVELOPMENT

- developing an appropriate climate of understanding of and support for continuing education from all levels of the library, media, and information science community
- providing for long-range as well as immediate needs
- determining and communicating when and how continuing education can resolve particular problems
- defining organizational roles in continuing library education

Figure 3 (cont.)

RECOGNITION

- defining and understanding the purpose of recognition
- understanding the implications of instituting a recognition system for the individual, the library organization, and the library profession
- recertification of individuals or other forms of competency maintenance
- use of various types of recognition - pay raise, promotional opportunity, status symbols, creation of a stimulating job, job security, fringe benefits, freedom and autonomy, certificates, Continuing Education Units (CEU's)

DIRECT AND INDIRECT COST

- determining how much continuing education activities cost for the individual, the employing institution, the provider
- determining who is willing to finance what for continuing education opportunities under what circumstances:
 - individual employee's personal commitment (taking advantage of continuing education activities on own time, using personal funds to register for continuing education activities, etc.)
 - employing institution's commitment (types of leave, reimbursement or stipend, provision for paid travel expenses, etc.)
 - provider commitment (not passing all costs on to participants, etc.)
- getting more money into this system of funding

CONTINUING EDUCATION POLICIES

- absence of written continuing education policies for both provider organizations and employing institutions
 - appropriate relationships between development of individual potential and development of the individuals to further organizational potential
 - integration of the continuing library education function with other organizational functions
-
-

Lack of recognition that these problems are related to one another and to issues which exist in other continuing professional education fields is itself a problem in continuing library education. This is to be expected in a field as complex as continuing library education where awareness and articulation of continuing library education roles on the part of organizations and individuals is limited.

Program Planning Process

Problems encountered in planning specific continuing library education programs and individual activities within those programs are related to the problems encountered in responding to the issues outlined on the preceding pages, but focus on a specific outcome: a continuing education activity. The program planning process can be divided into eight elements:

Assessing Needs and Audiences - finding out what is needed, when, and by whom or who will attend

Setting Goals and Objectives - deciding and clearly stating what the program purpose is, what is to be learned, and what participants can expect to know or be able to do after the program

Selecting Resources - identifying and selecting resources appropriate to achieving program objectives

Designing Programs - identifying and choosing appropriate formats and methods to achieve objectives

Financing and Budgeting - determining the cost of what you want to do and paying for it

Making Arrangements - all the details of making a program work

Evaluating the Program - determining whether the program achieved the objectives set and why this is or is not so

Evaluating the Impact of the Program - determining whether the program produced changes in people and/or improved performance or service

Problems in program planning can be summarized, at their most extreme, as poor programs, poor participation, and little individual or organizational change. Specific problems expressed by participants in the New York State Library/NYLA Post-Conference on continuing library education or areas they would like to learn more about are included in Appendix A.

NEEDS STEMMING FROM KNOWLEDGE, SKILLS, AND ATTITUDES
BASIC TO CONTINUING LIBRARY EDUCATION
PLANNING AND ADMINISTRATION

Individuals responsible for continuing library education share a common need for appropriate knowledge, skills, and attitudes which will enable them to undertake successful program planning and deal with the continuing library education issues described above.

KNOWLEDGE, as used in this report, means an awareness of facts, ideas, and concepts relevant to the task of dealing with the problem. What must I know to be able to deal with this?

SKILLS refer to the abilities to apply knowledge proficiently in a manner appropriate to the situation. What must I be able to do to deal with this?

A position, and often behavior, indicating an opinion, disposition, or manner regarding the problem is defined as an ATTITUDE. How must I feel, think, or be to deal with this?

For example, in dealing with the evaluation of a program, a planner would need to know something about evaluation theory (Knowledge), be able to gather and analyze data (Skills), and have an open attitude toward possible results.

The extent or level of the knowledge, skill, or attitude required of a continuing library education administrator, planner, or resource person will depend on individual responsibilities and the structure and role of the continuing library education provider organization.

The Statewide Continuing Library Education Advisory Committee cannot pinpoint specific needs because of the scattered nature of the target audience. Instead, knowledge, skills, and attitudes basic to the continuing library education function have been identified and are outlined on pages 16 through 19.

Need, in the sense of deficiencies or gaps in knowledge, skills, and attitudes essential to successful performance of the continuing library education planning and administration function, can be determined individually or organizationally. The Committee cautions that the basic knowledge, skills, and attitudes enumerated on the following pages are not an inclusive listing and are certainly subject to discussion. In fact, the Committee encourages active discussion of the basic list because this is essential to create awareness and understanding of the continuing library education function of an organization as well as the individual's role in carrying out this function.

KNOWLEDGE

Knowledge in two areas is required of continuing library education administrators and planners:

- working knowledge of continuing library education
- general knowledge of continuing education

It is the opinion of the Statewide Continuing Library Education Advisory Committee that planners and administrators will initially have more interest in acquiring working knowledge than general knowledge. The Committee believes, however, that some knowledge in both areas, acquired at an appropriate level as neces-

sary, is essential to producing a consistent pattern of continuing library education programs. Working knowledge is listed in Figure 4 and general knowledge in Figure 5.

Figure 4

ESSENTIAL WORKING KNOWLEDGE
OF CONTINUING EDUCATION

Limits and strengths of own provider organization
Who other continuing library education providers are and what they are doing
Numbers, types, and levels of potential consumers
Sources of financial assistance and support
Relevant staff development policies of the employing institution
Sources of resource persons, materials, techniques, etc
Resource, site, promotion, and material cost
Accessible sites
Current recognition systems

Figure 5

ESSENTIAL GENERAL KNOWLEDGE
OF CONTINUING EDUCATION

Current concepts and research on the needs, interests, motivations, capacities, and developmental characteristics of adults as consumers of continuing library education

Relationship of formats, techniques, environment, etc. (media, simulations, printed materials, instructional styles, physical surrounding, etc.) to achievement of learning objectives

Program planning, adult education, and instructional design principles and vocabulary

Current concepts and research on organizational behavior and development

Major theories of individual, group, organizational, community, and societal change

Basic program management and financing

Trends and directions in the continuing library education field and in areas of librarianship, and related fields of interest to the people served by provider organizations

SKILLS

Skills required in continuing library education planning and administration are generally not unique, but include skills used in other areas of the library, media, and information science fields. Some skills, however, are more fundamental to continuing library education administration and planning.

As with knowledge needed by continuing library education planners and administrators, the skill level required will vary with an individual's responsibility in a provider organization and the provider organization's role in continuing library education.

The Statewide Continuing Library Education Committee has identified two categories of skills:

- primary skills which are fundamental to continuing library education
- secondary skills supportive of the primary skills

Primary skills are listed in Figure 6, secondary skills in Figure 7.

Skills needed in continuing library education are not limited to those outlined below; however, these skills, at a basic level, will typically be used in planning programs and in dealing with continuing library education issues. These skills will not necessarily all be needed at once nor will they necessarily be recognized as essential in an initial continuing library education role. Successful consistent performance of the continuing library education planning and administration roles will, however, require their employment at some level.

Figure 6

PRIMARY CONTINUING LIBRARY EDUCATION SKILLS

Ability to:

- analyze the market for continuing library education development and promotion
- assist consumers in formulating goals, objectives, and directions of growth in terms that are meaningful for them
- select (and design) assessment techniques appropriate to audience and circumstances
- analyze assessment results and identify learning needs
- determine content level appropriate for the audience
- form clear goals and objectives to meet learning needs
- select resources and techniques appropriate to the objectives
- communicate the specific needs of the target audience and potential learning formats to resource people
- establish a climate for learning
- select (and design) evaluation techniques

Figure 7

SECONDARY CONTINUING LIBRARY EDUCATION SKILLS

Ability to:

- recognize and solve problems
 - collect data
 - analyze and interpret data
 - listen and observe
 - interview
 - find sources of information
 - analyze content of material
 - interpret recommendations and reviews
 - communicate effectively orally and in writing
 - design and use promotion, publicity, and public relations
 - plan with and through others
 - facilitate groups
 - develop and negotiate contracts
 - raise funds and obtain grants
 - determine costs in a program budget fund
 - make decisions
 - formulate policies
-

ATTITUDES

A wide range of attitudes were identified as useful for productive involvement in continuing library education by the Statewide Continuing Library Education Advisory Committee. Fundamental attitudes culled from the list are:

- development of a working philosophy or approach to continuing library education
- enthusiastic commitment to learning
- flexibility and adaptability
- comfortableness with change and innovation

ACTION PLAN

To meet the educational needs of New York continuing library education planners and administrators, the Statewide Continuing Library Education Advisory Committee recommends an action plan based on three elements:

- a continuing library education NETWORK, or a system for identifying and maintaining communication among provider organizations and the individuals within these organizations responsible for the continuing library education function
- a highly visible, active continuing library education information and resource CLEARINGHOUSE
- a multi-level TRAINING PROGRAM for New York State continuing library education planners and administrators

The activities involved in each element of the plan are appropriate for the New York State Library and build on the role already established by the State Library in continuing library education.

The Statewide Continuing Library Education Advisory Committee recommends this action plan to the continuing library education providers of the State as well as the State Library. Members of the Committee share a basic tenet of adult education, namely, that planning to meet the needs of a group should involve that group at some level. The action plan is based on the assumption that representatives of provider organizations will actively participate in its implementation.

To formalize this involvement, the Committee recommends that the state librarian permanently establish a STATE LEVEL CONTINUING LIBRARY EDUCATION COMMITTEE.

Continuing Library Education Network

Since the creation of the continuing education consultant position within the New York State Library Bureau of Specialist Library Services (1978), the State Library has been working with representatives of provider organizations to identify the extant system of continuing library education in this State. During that process, communication has been developed between providers and the State and among providers themselves. The nucleus of a network has been formed. This network must be systematically developed and a means of maintaining it established before other plans to develop continuing library education in the State can be implemented effectively. This includes the clearinghouse and training program recommended as the other elements of this Action Plan to meet the educational needs of New York continuing library education planners and administrators.

The problems faced in developing and maintaining a network are summarized in the section on Target Audience.

The network will not only provide the basic framework in which the other elements of the plan can be carried out but will itself be a major source of learning for continuing library education planners and administrators. The network will enable representatives of provider organizations particularly to meet much of their need for the working knowledge essential to continuing library education practice which is described on pages 16-17 of this report.

The Statewide Continuing Library Education Advisory Committee recommends four activity areas appropriate to network development:

1. Provider Identification
2. Publication of a Provider Directory
3. State Level Meetings
4. Regional Meetings

1. Provider Identification

Provider identification to date is summarized in Appendix B. Identification of regional and local associations, commercial providers based in New York State, and staff development programs must be completed.

Within all categories of providers, individuals responsible for continuing library education must be identified. In the association category, this means identification of offices responsible for the planning and administration functions and the appointment or election time pattern of these offices, as well as individuals currently responsible. In other provider categories, in addition to identifying individuals having responsibility, a continuing library education contact person needs to be established in each provider organization.

The primary function of the contact person is communication with the Network: providing information on the provider organization's continuing education programs to the clearinghouse, responding to other State Library requests relating to continuing library education, representing the provider on continuing library education matters, disseminating continuing education information within the organization, and maintaining contact with other providers as appropriate.

The Statewide Continuing Library Education Advisory Committee views coordination of the provider identification process as an appropriate State Library activity. However, this process cannot be carried out without cooperation of providers.

Provider identification in its broadest sense implies an internal examination by provider organizations of their continuing library education role and of the ways in which individuals within the organization carry out the functions related to this role. The State Library can assist in this process by making consultant services available but the impetus for examination of roles must come from within the provider organization. The results of such an examination should include a written statement of continuing library education purpose and a clear assignment of responsibilities for administration and planning.

At the minimum level, provider identification implies the type of listing of organizations and addresses contained in Appendix B and the naming of continuing education contacts within provider organizations.

The Statewide Continuing Library Education Advisory Committee recommends that the State Library, with the cooperation of the continuing library education providers identified to date, complete the contact list (Appendix B) begun by Marion Rhodes under the Committee's guidance. The Committee recommends circulating the draft contact list to providers currently listed to obtain corrections and identify other providers.

The draft contact list is arranged by provider category. The Committee recommends retaining this arrangement but also recommends a regional listing, serving perhaps as an index. When the regional list arrangement is complete, staff of the 3R's should be asked to verify providers functioning in, or serving, their region.

2. Publication of a Provider Directory

Planners and administrators in provider organizations can learn from those in similar positions in other organizations as well as from the resources assembled by and through the State Library. A provider directory is essential to that shared learning process.

The completion of such a directory, its publication, and regular revision are apt State Library functions.

The directory expands the contact list and should have a similar arrangement: broad categories with access by regions. The directory should contain the following for each provider organization:

- name
- mailing address
- telephone
- brief description of the organization's continuing library education role (programming, coordination, development, etc), target audience, and program
- offices or positions with responsibility for educational planning and administration
- incumbents in those offices or positions
- the cycle for appointment or election to positions responsible for continuing education if appropriate to the organization's structure
- the planning cycle for continuing library education programming
- identification of a continuing library education contact person

Information for the directory should be solicited by mail with telephone follow-up as needed. The State Library also should use this opportunity to seek sample brochures advertising activities, evaluation and assessment forms, report forms, planning aids, calendars, etc.

The creation of the first provider directory can be anticipated to be a time-consuming project. The experience of State Library staff responsible for the production of other directories should be useful in developing efficient methods for gathering and organizing information.

The Continuing Library Education Advisory Committee recommends an annual updating of the directory as ideal. Once the directory format is established and provider organizations find uses for it, updating should become a fairly routine procedure.

Several copies of the directory should be distributed to each provider organization listed. Single copies should be distributed to all libraries in the State for use by potential consumers of continuing library education. The directory should also be shared with the national continuing education community.

3. State Level Meetings

The Statewide Continuing Library Education Advisory Committee recommends that the State Library, in cooperation with the New York Library Association, initiate a meeting of representatives of provider organizations during the annual NYLA conference. This meeting is envisioned as an opportunity to informally share information and mutual concerns much along the lines of the annual adult learning services and job information center meetings arranged by the State Library during NYLA conferences.

Possible agenda items for an initial meeting might include discussion of this report, use of the State Library clearinghouse and the continuing library education directory, program plans for the coming year, assessment techniques, results of 1980 LSCA-funded continuing library education projects, etc.

The Committee also suggests that NYLA's Library Education Section consider interpreting its charge and extending its membership to include continuing library education planners and administrators. Library Education Section programming at the annual conference could then also include activities relevant to continuing library education as well as formal library education.

Committee members believe there is a need for both informal sharing and planned learning activities at the State level and recommend that the State Library facilitated meeting be held annually regardless of developments within the Library Education Section.

The Committee acknowledges that NYLA does not attract all elements of the State's library community and that meeting during a NYLA conference may exclude some categories of provider organizations. However, NYLA programming and use of the NYLA conference for informal State level meetings is a practical possibility for representatives of a majority of the provider categories.

4. Regional Meetings

The Committee recommends regional information sharing meetings of provider organizations and urges the State Library to facilitate and make consultant services available to such meetings as appropriate. The Committee views the impetus for such meetings as coming from the provider organizations but sees a strong role for State Library encouragement of network building from the grassroots.

Representatives of provider organizations have met during the past year on Long Island under the auspices of the 3R's to discuss coordination, in Rochester as an advisory group to the 3R's and to discuss regional issues, and in New York City as participants in the generation of a continuing library education calendar produced through METRO.

The availability of the provider directory and the process recommended to compile it should spark interest in regional meetings. The focus of these meetings will vary with each region but discussion of this report, particularly the section on problems, is suggested as a possible initial agenda. The Committee recommends informal problem solving and information sharing as the meeting format.

Clearinghouse

Within the Library Development section of the New York State Library, files on continuing library education issues, program planning, and on continuing library education providers identified to date have been established

The State Library is a charter member of CLENE (the Continuing Library Education Network and Exchange); receives information on CLENE activities, its newsletter, and calendar; and can make use of its information services.

The State Library also routinely receives information, newsletters, reports, etc. from other state libraries, library associations, library education programs, etc., a small percentage of which concern continuing library education.

The individuals who have held the continuing education consultant position in the State Library have made use of this information base in advising continuing library education planners, administrators, and resource people. The development of this information has, however, been contingent upon the contacts of the person holding the position and use has tended to be through the overall consulting function.

The Statewide Continuing Library Education Advisory Committee recommends firmly establishing the maintenance, expansion, and promotion of this information base as a major State Library function. The Committee has named this function a Continuing Library Education Clearinghouse.

The Clearinghouse is envisioned as being more than an information base located in the State Library used by the continuing education consultant to support consultant services. It is to be an active information and education system which links provider organizations with a wide range of methods for meeting the educational needs of the planners and administrators carrying out the continuing library education function.

The primary focus recommended by the Committee for the Clearinghouse is the knowledge needs of the State's continuing library education administrators and planners. While skills and attitudes may be developed through Clearinghouse use, this outcome should not be included as a realistic Clearinghouse goal.

Two activity areas are recommended as appropriate to Clearinghouse development:

1. Building the Information Base
2. Packaging and Disseminating Information

1. Building the Information Base

The Clearinghouse information base should include two components: information held in the State Library and information held outside the State Library. Both components should be accessible not only to the State Library but also to the network of New York State continuing library education providers.

The State Library should develop an overall policy on information included within the Clearinghouse, and a specific policy on information collected and held in the State Library.

The Committee recommends that the State Library look to five sources to build its information base:

- New York State continuing library education providers
- organizations which can serve as continuing library education providers although their primary identification is not with the library, information or media field (see page 7 for examples)
- continuing library education providers, networks, etc. outside the State such as those alluded to on page 24
- continuing professional education, adult education, and training associations and interest groups such as the Adult Education Association, Council on the Continuing Education Unit, etc.
- the literature of continuing professional education and adult education

The State Library information base should include:

- a file on each New York State continuing library education provider containing current information similar to that used in the directory, the samples collected during the directory preparation process, and current programming information
- files on major topics of current programming interest, micro-computers or service to the handicapped for example, including brochures for activities, program outlines, and names of resource people and of continuing library education providers who have sponsored learning activities on the topic
- files on the eight continuing library education issue categories identified by the Committee (see pages 12-14) and on other issues as they develop. These files should include examples of problem solution, background and position papers, fact sheets, policies, etc.
- files on the eight elements of the program planning process (see page 15) including program planning aids, examples of exemplary practice, forms, background papers, bibliographies, etc. Separate files may also need to be established on the many formats and methods which can be used in designing programs and on major program resources within New York State.

The term "file" is used above in the broadest sense. The State Library information base should include journals, books and audiovisual materials, advertising circulars, internal documents, etc. culled from the five sources identified by the Committee.

To maintain the State Library's information base, three elements are recommended, one of which is already in place, the continuing education consultant position within Library Development. The others are:

- budgets for appropriate association memberships, in addition to State Library membership in the Continuing Library Education Network and Exchange, and for the book and journal collection;

- support staff adequate to insure that routine acquisition and the physical maintenance of the information base are not the responsibility of the continuing education consultant.

The acquisition of information to be held in the State Library requires the continuation of an activist role for the continuing education consultant including direct involvement in the organizational sources identified by the Committee, and familiarity with the literature source. This activist role must be supported by a strong professional library. In this, as in all other recommendations of the Committee to the State Library, the cooperation of New York State continuing library education providers is essential.

The second component of the Clearinghouse, information held outside the State Library, which the Committee recommends refers to information held by the continuing library education planners, administrators, and resource people of the State. Implementation of the network recommendations will provide some organization of these human resources and hence potential access. The Committee recommends the consideration of a human resources directory or listing of the past experiences of these individuals, and of their organizations, in addition to the organizational description recommended for inclusion in the directory. The Committee also believes that the activist role of the continuing education consultant will make referral to such human resources possible on an ad hoc basis if a directory or additional listing is not possible.

For example, the South Central Research Library Council has had consultants prepare two reports on continuing library education within the past year: alternative delivery systems and market analysis methods. While these reports would be held by the State Library as part of its information base, the staff of South Central hold within themselves information on the subjects of the report, Council response and action on the reports, and the process of the consultants working with the Council. It is this type of information which makes up the second component of the Clearinghouse. The Committee members acknowledge that it is more difficult to identify and organize this information than that recommended for the State Library information base but stress the importance of building the concept into the Clearinghouse.

2. Packaging and Disseminating Information

The Statewide Continuing Library Education Advisory Committee recommends the packaging of information to reach the scattered and diverse target audience of continuing library education planners and administrators. Given the nature of the target audience, information needs to be available in a variety of formats which can be distributed both widely and selectively.

The Committee recommends use of The Bookmark and the state librarian's numbered memos to the field for wide distribution of information.

The Committee believes an issue of The Bookmark devoted to continuing library education is justified. Such an issue could serve as a basic primer on continuing library education issues, a state of the art report on continuing library education in New York State, or a review of program planning.

The Committee also recommends a regular feature in The Bookmark focusing on an aspect of continuing library education, developments within the State, or a particular program. The preparation of this feature could be the responsibility of the continuing education consultant or shared with the field.

The state librarian has used numbered memos to the field to distribute information on continuing library education. Typically, numbered memos are sent only to systems, central and cocentral libraries, and pilot projects; although, in the case of continuing education memos, the list has been expanded to include continuing library education providers identified at the time of the mailing. The Statewide Continuing Library Education Advisory Committee recommends establishing this practice as a policy of the State Library.

The October 20, 1980 memo informing providers of the CLENE Provider Approval System, accompanied by copies of criteria for approval, is an example of the type of information which should be given wide distribution through the state librarian's memo system. The memo system should also be used to inform providers of clearinghouse functions and of the availability of information which will be distributed selectively.

The Committee recommends the packaging of continuing education kits, background papers, a calendar packet, annotated lists, fact sheets, and glossaries for selective dissemination. The packaging of this information can be the responsibility of the State Library continuing education consultant, consultants hired on a contractual basis, New York State continuing library education providers, or some combination. The Clearinghouse can also selectively disseminate information packages developed outside the State and the State Library.

Continuing education kits are envisioned as packages containing a variety of information formats on a topic. These kits should be practical, containing examples, checklists, "do's" and "don'ts," etc. The Committee recommends using appropriate handouts from the New York State Library/NYLA Post-Conference as a basis for developing a kit or basic program planning which can serve as a model for future kit development. The Continuing Education Resource packages developed by CLENE for the 1978-79 and 1979-80 institutes on State level planning can also serve as models although they tend to contain much background as well as practical information.

Background papers are seen as a means of providing overviews on issues and of theory supporting the more practical kits. As with kits, background papers can be developed by providers or the State Library, commissioned, or taken from another source.

The Committee spent considerable time discussing the need expressed by the representatives of provider organizations to know scheduling information. While many provider representatives have suggested a State level continuing education calendar, Committee members do not believe this is a cost-effective practical means of meeting the information need at this time. Committee members generally concur that regional calendars probably can provide fairly comprehensive coverage of providers functioning within a region but that the State Library can not comprehensively cover all providers without significantly minimizing efforts to meet other informational and educational needs. The Committee recommends that the State Library develop a calendar packet which brings together various calendar efforts affecting the State.

The calendar packet recommended by the Committee should include copies of regional calendars produced by New York State providers, the CLENE Communicator, which is a national continuing library education listing, and other appropriate calendars. The Committee recommends distributing this packet on a regular schedule to New York State providers who request it.

The annotated lists recommended by the Committee should include lists of clearinghouse resources and programs of note as well as the more traditional bibliographies. Lists should range in length from short introductions to "everything you ever wanted to know length." A trial human resources directory could also be packaged initially as an annotated list.

The fact sheets recommended by the Committee should be brief descriptions of issues, programs, program planning elements, formats, techniques, etc. Fact sheets are seen as one- or two-page summaries or outlines.

Glossaries should contain definitions of continuing education and training terms.

All of these packages should be made available upon request. Some of the information packages, such as the basic program planning kit, might be sent routinely to new library association officers responsible for continuing education planning. Representatives of provider organizations can also be asked to complete interest inventories and then be sent any material in their interest areas.

Information packages, as well as the Clearinghouse information bases from which they are drawn, should also be used to continue to support the State Library's continuing library education consulting services.

Training Program

To provide New York State continuing library education administrators and planners with opportunities to improve skills, the Statewide Continuing Library Education Advisory Council recommends a multilevel training program. Committee members believe such a training program also can result in increased knowledge and in development of attitudes, but they view skills development as the primary function of the training program.

The Committee recommends a training program consisting of biennial State level activities with regional spin-off activities.

State level training should provide an opportunity for an in-depth introduction or review of issues and program planning elements with an emphasis on developing skills to deal with problems and improve programs. Regional training should provide an opportunity for basic introduction and brush-up with an emphasis on delivering information useful in skill development.

State level training is seen as necessary to meet the needs of the administrators and planners in the more highly developed continuing education provider organizations. Regional training is to meet the needs of individuals who are interested in continuing library education but not necessarily involved in a provider organization, and of administrators and planners in provider organizations with limited continuing library education roles. Planners and administrators in more highly developed organizations can also be served through regional training, but this group is not seen by the Committee as the primary target audience for regional training. The Committee cautions that these distinctions should not be strictly interpreted because of the scattered and diverse nature of the target audience. These distinctions are made as guidelines for the development of a training program designed to be as flexible as possible while meeting the learning objectives set for it by the planners.

State level training should take place over a minimum time frame of one-and-one-half days. Regional training is seen as a half- or full-day session.

As with the New York State Library/NYLA Post-Conference on continuing education design, the State level training activity should be invitational with invitations extended to major provider organizations. A stipend for partial support of participation should be made available by the State Library. If possible, this training activity should be held separately from the annual New York Library Association conference. Participants in the NYLA Post-Conference planned by the Statewide Continuing Library Education Advisory Committee generally found holding training in conjunction with NYLA exhausting (See Appendix A). The Post-Conference was held after the NYLA convention to cut down on participant travel costs. While there was some saving, the Committee feels this consideration is outweighed by the strain felt by participants. If State level training is held in conjunction with NYLA, the Committee recommends that it be held before, rather than after the conference.

Regional training should be open to all individuals who wish to participate, with invitations sent to area provider organizations as well as general publicity distributed in the region. Costs for participation in regional training should be the responsibility of participants.

The Statewide Continuing Library Education Advisory Committee recommends that regional training be adapted from the State level training. Using the example of the New York State Library/NYLA Post-Conference, this would mean that a training package on program planning, using handouts and exercises developed for the Post-Conference, would be prepared by the State Library continuing education consultant or a consultant contracting with the State Library. Individuals around the State willing to serve as resource people for this training would be identified and brought together to review the training package. The availability of the training program for regional use would then be publicized and promoted and the program booked as requested. The type of arrangements made for the basic AACR II training package developed by the New York State Library and New York Library Association Resources and Technical Services Section could serve as a model for the logistics of the regional training proposed by the Statewide Continuing Library Education Advisory Committee.

The Committee envisions the State Library developing a series of training packages available on a regional basis. The development of the basic program planning training based on the NYLA Post-Conference is seen as a first step to be followed by the packaging of a second training program on the topic of State level training which, if Committee recommendations are followed, would be held again in 1982.

The Committee intends a relationship between Clearinghouse information packages and the multilevel training program as well as between the levels in the program. Use of the Clearinghouse should be considered in the choice of topic for State level training and in promoting regional use of training packages. Materials produced in the training program should be included in the Clearinghouse's State Library information base.

The training program is seen also as a means of strengthening and expanding the Network as well as developing the skills of individuals.

The Committee urges individuals interested in continuing library education to avail themselves of training in continuing education offered by the American Library Association, CLENE, and the many commercial providers and associations

connected with adult learning. The New York Library Association continuing education grants and other scholarships available in the State can be used to help support these individual efforts.

State Level Continuing Library Education Committee

The charge governing the Statewide Continuing Library Education Advisory Committee is concluded with the submission of this report to the state librarian, and the Committee will then be disbanded. Committee members recommend the creation of a committee representing New York continuing library education administrators, planners, resource people, and consumers to advise the State Library on the development of the State's continuing library education system. This charge includes, but is larger than, advising the State Library on the implementation of the plan to meet the educational needs of continuing library education planners and administrators contained in this report.

During its deliberations the Statewide Continuing Library Education Advisory Committee discussed potential means other than education, for resolving problems relating to the issues identified in continuing library education and for improving program planning. These means were not dealt with in detail because they were technically outside the scope of the Committee's charge, yet Committee members believe that their discussions of a range of continuing library education problems and solutions were productive. The Committee worked with the premise that educational solutions are not the only solutions to problems nor, even when appropriate, should these solutions be considered or carried out in a vacuum.

It has been stated throughout this report that there are numerous organizations providing continuing library education in New York and that the individuals involved in this system are even more numerous. The provision, coordination, and development of continuing library education in the State is a shared responsibility although the roles of various organizations and individuals in these processes may differ. The Statewide Continuing Library Education Advisory Committee believes that a consistent and visible forum for discussing problem solutions and advising the New York State Library, the organization with a central development and coordination role, is essential to the continued evolution of continuing education adequate to meet the needs of the State's library, information, and media center staff in their efforts to serve the citizens of New York.

The Committee recommends that the state librarian appoint a committee of no more than 15 members to advise on the development of continuing library education in the State. Committee membership should include representation of types of providers and consumers and, for at least the first year, some carry-over from the Statewide Continuing Library Education Advisory Committee.

This committee should meet at least twice a year, and as needed, to carry out its general charge. The state librarian is urged to provide the committee with a specific focus within that charge such as advising on the implementation of this action plan and on the issue of recognition.

Implementation

The Statewide Continuing Library Education Advisory Committee recognized that implementation of the recommendations contained in this report depends on a number of factors including the availability of funding for specific elements of the plan, the general financial climate for New York libraries, and the priority placed on

continuing library education by the New York State Library and the library community of the State. The Committee has identified four areas of consideration in planning for implementation:

1. Responsibility
2. Time Frame
3. Personnel
4. Cost

1. Responsibility

While the bulk of its recommendations are directed towards the State Library, the Committee views implementation as a responsibility shared by the State Library and the continuing library education providers of the State. This shared responsibility includes regular communication, cooperation, and a pooling of resources and expertise. It also means that provider organizations should make reasonable efforts to insure that continuing library education planners and administrators use the means developed by the State Library to meet their educational needs. This may include making released time available and supporting travel and telephone communication.

The Committee has recommended making this shared responsibility formal by the permanent establishment of a Statewide Continuing Library Education Committee but does not view the committee as the only means of sharing responsibility. Individuals concerned with continuing library education, in addition to those appointed to the proposed committee, should be in regular contact with the State Library contributing to, as well as using, the network, clearinghouse, and training development which are the basic elements of this proposed plan.

2. Time Frame

The Statewide Continuing Library Education Advisory Committee recommends three phases of implementation:

- INITIAL ACTION, or activities required to establish an educational program for New York State continuing library education planners and administrators
- activities required within THREE YEARS of acceptance of the recommendations by the New York State Library
- activities required within FIVE YEARS

Figure 8, on pages 32 and 33, is a time table of State Library activities during each phase.

Figure 8

TIMETABLE FOR STATE LIBRARY IMPLEMENTATION OF
STATEWIDE CONTINUING LIBRARY EDUCATION ADVISORY
COMMITTEE RECOMMENDATIONS

Initial State Library Actions

- Distribute copies of this report or another appropriate summary of the Statewide Continuing Library Education Advisory Committee's findings and recommendations to the New York, and national, continuing library education community.
- Establish and appoint a State level committee charged with advising the State Library on developing the continuing library education system in the State, including, but not limited to advising on the implementation of this plan.
- Publish a directory of New York State Continuing Library Education Providers.
- Establish and publicize policies and procedures for a New York State Continuing Library Education Clearinghouse within Library Development supported by appropriate resource development within the State Library.
- Initiate informal meeting of representatives of continuing library education providers in cooperation with the New York Library Association to be held at NYLA's annual conference.
- Develop and distribute a Basic Program Planning kit building on the materials assembled for the New York State Library/NYLA Post-Conference.
- Work with CLENE to make available in New York the "Continuing Education Resource" kits developed for the 1978-79 and 1979-80 Institutes on State Level Planning.

State Library Actions Within Three Years

- Develop and distribute kits on:
 - needs assessment
 - design of learning activities
 - recognition
 - evaluation
- Publish a continuing library education issue of The Bookmark and establish a regular continuing library education feature in the journal.
- Establish the multilevel training program by conducting one State level conference on some aspect of continuing library education, repackaging the New York State Library/NYLA Post-Conference training on program planning as a one-day regional workshop and holding it in at least three locations around the State.

Figure 8 (cont.)

- Continue facilitation of informal continuing library provider representatives meetings at NYLA annual conferences.
- Revise continuing library education directory as appropriate.
- Hold at least two meetings per year of State Level Continuing Library Education Committee.
- Continue working with CLENE to develop CLENE clearinghouse functions.
- Promote the use of the Clearinghouse and continue developing capacity to provide information and resources.

Actions Within Five Years

- Repackage the training program conducted on the State level and hold it as a regional one-day workshop in at least three locations.
- Continue making one-day program planning workshop available.
- Conduct a third State level conference on some aspect of continuing library education; repackage the program for regional use.
- Continue regular feature on continuing education in The Bookmark.
- Continue developing and distributing continuing education kits.
- Continue facilitation of informal continuing library provider representatives meetings at NYLA annual conferences.
- Revise continuing library education directory as appropriate.
- Hold at least two meetings per year of State Level Continuing Library Education Committee.
- Continue working with CLENE to develop CLENE clearinghouse functions.
- Promote the use of the Clearinghouse and continue developing capacity to provide information and resources.
- Evaluate the program established based on the Statewide Continuing Library Education Advisory Committee report and recommendations.

3. Personnel Requirements

The Statewide Continuing Library Education Advisory Committee recommendations assume maintenance and development of the continuing education consultant position within the New York State Library's Bureau of Specialist Library Services. Within the scope of the consulting and development responsibilities of the present position the Committee's recommendations imply specific responsibilities to be carried out by the continuing education consultant. These include:

- planning for, and carrying out, network-building functions including completion of provider identification, supervision of directory production, facilitation of State level meetings, and encouragement of regional meetings;
- planning and implementing the Clearinghouse concept including developing a system for organizing and promoting use of the information housed in the State Library and available from human resources around the State, developing information packages, overseeing their development or identifying appropriate packages for distribution;
- planning State level training, adapting training for regional use, and participating as a resource person in regional training; and
- serving as staff to the recommended State Level Continuing Library Education Committee.

These responsibilities require intensive involvement with the field of continuing library education at the national as well as State and local levels and close communication with New York State providers of continuing library education.

The Committee's recommendations also imply strong clerical support for the continuing library education consultant. The Committee recommends assigning the responsibility of day-to-day maintenance of the Clearinghouse to qualified clerical staff. If the recommendations of the Committee are accepted in full, the continuing library education consultant will require full-time clerical support.

In addition to personnel operating out of the State Library, the Committee recommends the use of consultants hired on a contractual basis to bring specific expert skills and knowledge to the program.

4. Costs

The Statewide Continuing Library Education Advisory Committee did not estimate costs for its recommendations. The Committee encourages the State Library to analyze the full costs of the recommended program including costs of activities which can be carried out using existing staff and resources.

The Committee assumes that many of the activities recommended to develop the network and the clearinghouse can currently be absorbed in the State Library's operating budget. These activities include provider identification, directory production and maintenance, publication in The Bookmark, and use of the state librarian's memo system. This assumption is based on the continued existence of the continuing education consultant position and the present level of support for travel, communication, and printing.

Budgets will have to be established to support the multilevel training program, the State Level Continuing Library Education Committee, and some of the clearinghouse activities. Estimated major direct cost figures are given in figure 9 on page 35.

Figure 9

ESTIMATED MAJOR DIRECT COSTS FOR IMPLEMENTATION
OF ACTION PLAN EXCLUSIVE OF COSTS TO BE ASSUMED IN
STATE LIBRARY OPERATING BUDGET

Clearinghouse

Association memberships (Does not include CLENE to which State Library already belongs)	\$1,000
Subscriptions	500
Monographs	500
Contracts for Information Package Development	1,500

Multilevel Training Program

State level training (figure based on New York State Library/NYLA Post-Conference direct costs and estimate of indirect costs - includes resource person expenses, stipends, and printing)	5,000 every two years
Regional training (estimate based on projected costs of repackaging program and transportation of resource persons to 3 sites)	1,000

State Level Continuing Library Education Committee

Estimated cost of two meetings per year based on experience of Statewide Continuing Library Education Advisory Committee	2,500
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If adequate support staff is hired the cost of the program can be expected to increase by an estimated \$10,000 per year.

Conclusion

The Statewide Continuing Library Education Advisory Committee has presented a five-year action plan for meeting the educational needs of New York State continuing library education administrators and planners which builds on existing positions and resources. The plan provides a structure for flexible response to needs identified to date which may emerge in the future. The members of the Committee urge that State Library staff consider the plan, share it with the national and state continuing library education community, and publicize the actions to be taken by the State Library to implement the plan.

APPENDIX A

SUMMARY OF NEW YORK STATE LIBRARY/NYLA POST-CONFERENCE
ON CONTINUING LIBRARY EDUCATION PROGRAM PLANNING

Title: ORGANIZING AND ADMINISTERING CONTINUING EDUCATION: A PROGRAM PLANNERS
WORKSHOP

Objectives: To help New York continuing library education program planners and
administrators:

1. broaden their knowledge of basic principles of program development,
2. increase their program planning skills, especially those of design,
3. identify other continuing education providers and resources, and
4. become aware of and discuss major continuing education issues.

Program Leader: Barbara Conroy, independent educational consultant

Other Presenters: Joseph F. Shubert, state librarian and assistant commissioner
for libraries

Patricia Mautino, president, New York Library Association

Target Audience: Representatives, chosen by administrators, of 98 major providers
of continuing library education invited by the state librarian
to participate.

A major provider was defined as an organization with an ongoing continuing library education program such as workshops, seminars, institutes, conferences, or courses planned by an identifiable continuing education committee, including a committee of one.

Organizations included in the major provider category and invited to participate were public library systems; reference and research library resource councils; school and regional pilot projects; degree-granting library education programs; state, regional and local associations; and networks and utilities serving New York which meet the criteria stated above.

Participants: 54 representatives of 54 providers and 10 members of the Statewide Continuing Library Education Advisory Committee (2 of whom also represented providers).

Time Frame: October 23 5:00 PM - 10:00 PM

October 24 8:30 AM - 4:00 PM

Location: The Concord Hotel, Kiamesha Lake, New York

Program Format: Active participant involvement in preparatory exercises prior to Post-Conference. Post-Conference consisted of small group and individual planning sessions using case studies supplemented by lecture and discussion.

Sponsor: New York State Library with the cooperation of the New York Library Association

Funding: Library Services and Construction Act Title III funds administered by the South Central Research Library Council were used to fund program leader fees and expenses, provide \$30 stipends to partially defray participant expenses, cover hotel expenses, and partially defray the cost of Statewide Continuing Library Education Advisory Committee members participation. Library Services and Construction Act Title III funds administered by the Mohawk Valley Library Association financed Post-Conference planning and materials. State Library services were also utilized to support the Post-Conference but no direct expenses incurred.

Planners: Overall responsibility: Statewide Continuing Library Education Advisory Committee (see pages 1 & 2 in the INTRODUCTION).

Specific responsibility: Patricia Bentley
Barbara Conroy
Suellen Hunt
Marion Rhodes
Susan Vaughn
Kathleen Weibel

Evaluation: Participant questionnaire, and comment, leader and planner review. State Library contact with participants on achievement of personal and organizational goals set at close of post-conference anticipated during 1981.

Evaluation Summary: Post-Conference well received by the majority of participants, although some indicated program level was too basic. Overwhelming satisfaction with program leader. Frustration expressed about quick pace, lack of time, and exhaustion after participation in NYLA conference.

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PROGRAM PLANNING RANKING
(Rank in order of emphasis during post-conference
with 1 being the step which should receive the
most attention at the post-conference)

I'd like to know more about:

1. How to get people to come who need what you are offering.
2. Reaching and motivating the "audience" to attend.
3. Any specific tools available for assessing needs, etc.
4. How to identify gaps in awareness or expertise on the part of library workers, which if filled would help them perform better in the jobs they hold, feel better as individuals, and enable them to advance professionally.
5. What do libraries need from library schools after the MLS?
6. When working on a statewide base, how can an organization determine needs of particular regions and clientele?
7. How to best integrate client needs into process, as well as staff's perceived training needs.
8. How do we get "them" to take advantage of "good" programs when we have no way to make them compulsory?
9. Aids in identifying appropriate topics.
10. How to get people to know what they need or to be able to recognize specific needs when they see them.
11. Approaches to gathering the information and analyzing what is needed and methods to use.
12. Techniques for doing this.

I'd like to know more about:

1. How to relate goals and objectives of the Continuing Education Program to participants' needs.

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PROGRAM PLANNING RANKING

SETTING GOALS AND OBJECTIVES (continued)

2. I see who to invite as a part of this activity.
3. How to involve library workers around the State in establishing their educational goals and objectives.
4. How to determine where the participants are beginning so that possible goals can be set.
5. How to do this for such a diverse group of people.
6. Limiting goals and objectives and being realistic.
Too much guesswork usually.

SELECTING RESOURCES

I'd like to know more about:

1. Good speakers, knowledgeable experts.
2. A State resource list of professional audiovisual materials for use in library workshops.
3. How to select resources appropriate to different levels of participants.
4. Mechanisms for sharing information about programs that work, speakers who are especially good and available.
5. The crucial point where the program planning person and the resource people interact in planning the program.
6. How to identify and select the appropriate resources. Are there publications?
7. If resources are people, how do you keep them on the issues you wish to stress rather than following their own agendas, at the price we normally pay, which is at best nominal.
8. What sources are available for identifying speakers, etc., on specific topics? How do you know whether an "expert" is also a good speaker if local contacts have not heard the person or seen him/her operate?
9. Selecting consultants - how do you know they can deliver?

1	2	3	4	5	6	7	8	Average
10	11	6	7	5	4	3	1	3.32

PROGRAM PLANNING RANKING

SELECTING RESOURCES (continued)

10. Possibility of statewide communication re: best speakers on certain subjects, i.e., MBO, at a minimum cost.
11. Aids in identifying appropriate speakers.
12. Identifying local experts.
13. Locating human resources/consultants appropriate to specific, identified need.
14. With unknown resources, how to determine the quality.

DESIGNING PROGRAMS

I'd like to know more about:

1. Encouraging greater percentage of membership to take more active role in programs.
2. Alternative to current method.
3. Resource people.
4. Organizing and structuring programs using appropriate formats and methods that will actively involve all participants, satisfy individual and group needs, and be specifically related to objectives.
5. A variety of formats for CE programs which have proven successful. What not to do and some ideas for innovative and exciting formats.
6. What formats have been used most successfully?
7. Assessing level of training needed; is credit desirable; preparation and assignments as a requirement to participation; small group vs. large group format; is independent study feasible?
8. What are some formats? We always seem to use a panel.
9. Successful methods others have used.
10. Ways to vary what has become a static program formula for our organization: breakfast and registration
2 speakers in AM
exhibits and bar
lunch
2 speakers in PM
exhibits and bar

[illegible]

PROGRAM PLANNING RANKING

DESIGNING PROGRAMS. (continued)

11. Experiences with novel or unusual formats. Workshop formats.
12. How program formats relate to goals and objectives.

FINANCING AND BUDGETING

I'd like to know more about:

1. Outside funding sources.
2. How to cut down on costs, especially advertising.
3. Sources of grants and other funds to help with tuition costs.
4. How to motivate library workers to spend something on their continuing education (tax benefits, better job, etc.)
5. How much should the institution invest; getting larger allocations for this purpose?
6. Any outside source of funds to supplement meager in-house support.
7. Experiences with novel or unusual financial arrangements.

MAKING ARRANGEMENTS

I'd like to know more about:

1. Delegating responsibilities for planning and organizing the program. Where to begin, how to proceed, and what to coordinate.
2. How to minimize the detail work.
3. How to organize an efficient system of tasks to be done. Procedures to follow step-by-step.
4. Publicity formats and techniques.
5. How to make programs exciting to participants.
6. Selection of meeting locations and times to serve as many people as possible.

1	2	3	4	5	6	7	8	Average
1	2	6	4	8	7	14	7	5.61
-	-	5	6	4	7	2	22	6.33

PROGRAM PLANNING RANKING

EVALUATING THE PROGRAM

I'd like to know more about:

1. Compiling an evaluation form for participants to fill out.
2. How to get the best feedback from the participating audience.
3. Short, to-the-point evaluation mechanisms.
4. Designing and making up evaluation forms.
5. And where do we go from here?
6. Basic concepts of evaluation and different approaches to evaluation.
7. Techniques to do this.

EVALUATING THE IMPACT OF THE PROGRAM

I'd like to know more about:

1. Measuring long-range impacts.
2. That's especially what I'd like.
3. How to get "objective" evaluations of participants' post-conference performance from their supervisors/administrators/users.
4. How to find out if your program has made such changes.
5. Methods available.
6. Long-term evaluations.
7. How do you find out if there was an impact?
8. When not in direct contact with people after an activity, how can impact be measured?
9. Relating training to direct service/client satisfaction methods for long-term evaluation.
10. How this becomes less than impossible.
11. Long-range impact and/or follow up. Any alternatives to surveys?
12. Techniques to do this and how to persuade administrators to check as well.

1	2	3	4	5	6	7	8	Average
1	5	5	10	7	9	10	-	4.79
5	3	6	5	9	7	4	8	4.85

PROGRAM PLANNING RANKING

#5. Other continuing library education areas or issues I'd like to know more about include:

1. Continuing Education Credits - by whom were they accepted, for what purposes?
2. What other associations are doing. Are they requiring continuing education for certification? Do they have program packages we can share?
3. In-house programs for training library staff (nonprofessional). Library organization (staff and function) of four-year colleges.
4. How to encourage institutions to send their employees to programs - are there any inducements?
5. Measurement techniques for evaluation of programs.
6. Should continuing education be required? How can it be encouraged? What types of continuing education experience are more effective?
7. Publicity.
8. Good media education programs for nonmedia staff.
9. Statewide coordination of calendar.
10. How can scheduling and program theme conflicts be avoided now that continuing education is a major activity for many library systems, higher education institutions, etc.? What recognition systems, such as CEU, are available? Sample policies and procedures for use by libraries and contract negotiators are needed. Who has them? Is anyone collecting them?
11. Mandated continuing education controversy.
12. Is attitude-changing a viable objective for continuing education training?
13. Bibliographic Instruction in public libraries.

NEW YORK STATE LIBRARY NYLA POST-CONFERENCE ON CONTINUING LIBRARY
EDUCATION PROGRAM PLANNING
OCTOBER 23-24, 1980

PARTIAL FEEDBACK RESULTS (from 42 of 63 participants)

As a Continuing Library Education Planner or Administrator I'd like to learn more about:

State plan for continuing education
What others are doing
Where to get good speakers
Evaluation
Nontraditional formats (other than workshop)
Practical activities
Successful program
Setting standards for continuing education
Successful and unsuccessful programs given throughout the State - particularly in public library sector
Evaluation techniques
Types of continuing education activities going on that could be useful to me and to my coworkers
What's going on around the State. Any programs
Evaluation and feedback
What others are doing vis-a-vis program planning and implementation
Strong communication and packaging of futuristic, basic information for total dissemination to the State. Changes in technology are coming so rapidly and staff cuts are being made with equal rapidity that conference-going in physical form is becoming less and less possible
Coordination of efforts
The specific formal use of CEU's in various libraries and organizations
Where expert help is available for resources in developing continuing education workshops/programs for librarians and a resources directory - AV and people
Available prepackaged courses which can be adapted for our needs. Available personnel and institutional resources to contact to develop or adapt once our needs are identified
Issues. Keep working on design
Resources for programs
Evaluation techniques, rationales - how to evaluate evaluation data
To learn what is being done by other continuing education providers
Alternative delivery systems - now. I'd barely realized the possibilities before the conference
Greater use of evaluation techniques
Systematic planning of programs. Objective setting/level determination
Network of providers
Evaluation forms
Activity needs from diverse group
Accurate needs assessment
"Liaisons" between continuing library education providers. Possible?
Practical?

Packaged programs of interest to professional librarians and to
paraprofessionals
All of it except funding
What is on the planning board for continuing education programs within
the State?
Everything

To help me in the above, the State Library could:

Collect and disseminate information on above
Follow up with another implementation session
Collect workshop notices and send around. Purchase films on management,
public speakers, or give funds to libraries for same
Workshops that deal with more of the specifics for continuing education
planners, now that the broader concepts are known
Establish a continuing education newsletter/column for exchange of
information. Occasionally sponsor refresher workshops, etc.
Publish lists of continuing education courses
Please keep this network together via communications
Start some type of clearinghouse perhaps
Act as clearinghouse
Publish such a directory. Plan informal get-togethers of educators
at future NYLA conferences
Produce a directory of above
Maintain a file of successful programs held in the State with people to
contact for further information
Prepare or advise on development of a statewide directory of continuing
education providers and possible providers - arranged by topic,
specialty
Consultant assistance on an individual basis
Workshop on evaluation
Ask or implore school administrators to give time for such conferences
State Library can serve as clearinghouse for information about other
continuing education projects - specific outlines, handouts,
manuals, lists of resources (people and media)
Provide information on alternative delivery systems
Facilitate meetings with others in same boat and do a follow-up
workshop next year
Offer workshops on local level for providers - i.e., workshop on
planning workshops
Provide lists of resources in various regions
Provide lists of continuing education programs being offered in
various regions
Send samples
Provide concrete, tested "good" audiovisual programs for loan throughout
State
Plan conferences of this type and time and space for getting together
with a group like this for further discussion
Be a clearinghouse for all continuing education programs in the State
and notify proper persons
Would like to think about it
Place a continuing education specialist in the position of continuing
education consultant and lessen that position's load, so that the
person would be able to deal with regions effectively
Publish "What may be coming"
Provide bibliographies of newest materials. Call additional meetings

DRAFT CONTACT LIST

NEW YORK STATE CONTINUING LIBRARY EDUCATION PROVIDERS

Continuing library education providers are organizations, institutions, or agencies which develop and/or sponsor continuing education for all levels of library, media, and information staff including volunteers and policymakers. Continuing library education is education beyond that initially required for involvement in a particular level of the library, media, and information science fields.

SYSTEMS

Systems are chartered by the New York State Board of Regents, supported through State funding, and operate under plans of service approved by the Commissioner of Education.

PUBLIC LIBRARY SYSTEMS. The 22 public library systems authorized by Education Law (dating back to 1950) have as members all but eight of the 720 public libraries in the State.

Education Law provides for three types of public library systems. A consolidated system is chartered as a single entity under a board of trustees; all libraries are branches of the main library. A federated system is created by action of the board or boards of supervisors of the county or counties involved, while the members (legally chartered libraries) retain their own independent boards. A cooperative system is created by the communication of the trustees of members libraries that are chartered and yet retain their autonomy. Member library boards elect the boards of trustees of cooperative systems. The parent governmental units of consolidated and federated library systems appoint their boards.

Typical functions of a public library system are: coordination of services and functions through cooperation; extension of service to all parts of the area; cooperative development of central library collections; education and inservice training; experimentation and evaluation; resource sharing through union catalog services, interlibrary loan and delivery service; and program development.

Public library systems tend to carry out their continuing education role through staff work. Only one has a designated individual responsible for training. Four other systems have personnel officers but the training or continuing education function is not their specific responsibility. Continuing library education is the responsibility of consultants in the 17 other systems. Consultants or staff specialists are used in continuing education in all systems with specialists typically having responsibility for training in their content area. Representatives of member libraries or branches are often used as advisory committees and may also be used as resource people for training. Typically there is no specific budget item for continuing education although funds may be made available as needed. The major continuing education role is programming, although there is an emerging interest in coordination of continuing library education programs.

The 22 public library systems are:

Brooklyn Public Library
Grand Army Plaza
Brooklyn, New York 11238
212-780-7803
Kenneth F. Duchac, Director

Buffalo and Erie County Public Library
Lafayette Square
Buffalo, New York 14203
716-856-7525
Paul Rooney, Director

Chautauqua-Cattaraugus Library System
106 West Fifth Street
Jamestown, New York 14701
716-484-7135
Murray L. Bob, Director

Clinton-Essex-Franklin Library System
P.O. Box 570
Plattsburgh, New York 12901
518-563-5190
Stanley Ransom, Director

Finger Lakes Library System
314 N. Cayuga Street
Ithaca, New York 14850
607-273-4074
Richard Panz, Director

Four County Library System
Club House Road
Binghamton, New York 13903
607-723-8236
Malcolm Hill, Acting Director

Mid-Hudson Library System
103 Market Street
Poughkeepsie, New York 12601
914-471-6060
Frank Van Zanten, Director

Mid-York Library System
1600 Lincoln Avenue
Utica, New York 13502
315-735-8328
Alfred C. Hasemeier, Director

Mohawk Valley Library Association
858 Duaneburg Road
Schenectady, New York 12306
518-355-2010
Mary Nicholaou, Director

Nassau Library System
900 Jerusalem Avenue
Uniondale, New York 11553
516-292-8920
Andrew Geddes, Director

The New York Public Library
The Branch Libraries
8 East 40th Street
New York, New York 10016
212-790-6434
Edwin S. Holmgren, Director

Nioga Library System
6575 Wheeler Road
Lockport, New York 14094
716-434-6167
Richard D. Killian, Director

North Country Library System
P.O. Box 99
(Route 12E. Outer West Main Street)
Watertown, New York 13601
315-782-5540
Leonard J. Meinhold, Director

Onondaga County Public Library
327 Montgomery Street
Syracuse, New York 13202
315-473-2702
Robert P. Kinchen, Director

Pioneer Library System
Rochester Public Library
115 South Avenue
Rochester, New York 14604
716-428-7345
Linda M. Bretz, Director
Continuing Library Education Contact:
Suellyn Hunt
Personnel and Training Consultant
Monroe County Library System

Queens Borough Public Library
89-11 Merrick Boulevard
Jamaica, New York 11432
212-990-0700
Constance B. Cooke, Director

Ramapo Catskill Library System
619 North Street
Middletown, New York
914-343-1131
Alfred L. Freund, Director

Southern Adirondack Library System
22 Whitney Place
Saratoga Springs, New York 12866
518-584-7300
Roberta Cade, Director

Suffolk Cooperative Library System
627 North Sunrise Service Road
P.O. Box 187
Bellport, New York 11713
516-286-1600
Robert N. Sheridan, Director

Southern Tier Library System
Civic Center Plaza
Corning, New York 14830
607-962-3141
Paul Malecki, Director

Upper Hudson Library Federation
161 Washington Avenue
Albany, New York 12210
518-449-3387
Edgar Tompkins, Director

Westchester Library System
280 North Central Avenue
Hartsdale, New York 10530
914-761-7620
Ruth Weber, Director

REFERENCE AND RESEARCH LIBRARY RESOURCES SYSTEMS. The nine Reference Research Library Resources Systems (3R's) are regional associations of libraries in publicly and privately supported colleges and universities, special libraries (both in corporate and not-for-profit organizations), and public library systems.

Nine systems cover the entire State. Their members include all 22 public library systems and about 490 other libraries, including academic and research libraries, special libraries, and hospital and other health agency libraries. Regulations of the Commissioner of Education establish standards of membership. The systems are governed by boards of trustees elected by the membership. These boards include representatives of member libraries, public library systems, and some lay persons from the research community served by the system.

A basic goal of these systems is the sharing of resources to meet the reference and information needs of the library user, students and faculty of institutions of higher education, the professions, and others. Typical functions include: interlibrary loan; coordination of services available from system members; staff education and inservice training; delivery services; improved communication among libraries; regional cooperation in collection development; production of union lists and bibliographic control programs; microfilming and preservation programs; cooperative use of computer-based systems, including OCLC, Inc. services; reciprocal access; and interface with the New York State Interlibrary Loan System (NYSILL).

The 3R's use a combination of staff and members to carry out continuing education roles. One 3R has a full-time, paid continuing education staff person. One has a 1/2-time professional staff person devoting 1/4-time to continuing library education. The remaining 3R's carry out continuing library education through a combination of staff with other responsibilities and member support. Continuing education is a budget item in the three 3R's with more active continuing library education programs with the expectation in all that continuing library education will not require major support. The major 3R's continuing education role is sponsoring or cosponsoring programs but some involvement in coordination issues is emerging particularly through publication of calendars in newsletters.

The nine 3R's councils are:

Capitol District Library Council for
Reference and Research Resources
91 Fidlers Lane
Latham, New York 12110
518-785-0798
Charles D. Custer, Director

Central New York Library Resources Council
763 Butternut Street
Syracuse, New York 13208
315-478-6080
James M. Turner, Jr., Director

Long Island Library Resources Council, Inc.
P.O. Box 31
Bellport, New York 11713
516-286-0400
David Wilder, Director

New York Metropolitan Reference and Research
Library Agency, Inc. (METRO)
33 West 42nd Street
New York, New York 10036
212-398-0290
Forrest F. Carhart, Jr., Director

North Country Reference and Research Council
P.O. Box 568
East Hall
St. Lawrence University Campus
Canton, New York 13617
315-386-4569
Richard Kimball, Director

Rochester Regional Research Library Council
339 East Avenue
Rochester, New York 14604
716-232-7930
Janet Welch, Director

Continuing Library Education Contact:
Marlene Hansen
Special Projects Director

South Central Research Library Council
DeWitt Building
215 N. Cayuga Street
Ithaca, New York 14850
607-273-9106
Janet Steiner, Director

Continuing Library Education Contact:
Jean Currie
Continuing Education Consultant

Southeastern New York Library Resources Council
9 College View
Poughkeepsie, New York 12603
914-471-0625
Jane Fulton Smith, Director

Western New York Library Resources Council
Buffalo and Erie County Public Library
Lafayette Square
Buffalo, New York 14203
716-852-3844
Benjamin Billings Richards II, Director

SCHOOL LIBRARY SYSTEM PILOT PROJECTS. Twelve pilot school library systems began operation in 1979 under 1978 legislation authorizing the development of school library systems. Based on the 44 Boards of Cooperative Education Services (BOCES) and the 5 largest city school districts, these systems are designed to provide the basis for cooperation and sharing of library materials among both public and nonpublic school libraries within a BOCES or major city school district in much the same way that local public libraries cooperate through the public library systems. In addition, the school library system will provide special services and materials which are either impractical or too expensive for the typical school library.

Each of the 12 school library pilot projects is expected to run for three years, through June 30, 1982.

School library pilot projects have included continuing education in their programs principally as a means of informing school library media staff of developments in their program.

The 12 pilot projects are:

Albany-Schoharie-Schenectady
BOCES School Library System
1015 Watervliet Shaker Road
Albany, New York 12205
518-456-9295
Zebulon Robbins, Project Administrator

Broome-Delaware-Tioga BOCES
School Library System
Upper Glenwood Road
Binghamton, New York 13902
607-729-9301 x 322
Rodney VanHousen, Project Administrator

Delaware-Chenango-Madison-Otsego

BOCES Library System

R.D. #3, East River Road

Norwich, New York 13815

607-334-2271

Robert E. Taylor, Project Administrator

** Livingston-Steuben-Wyoming

BOCES School Library System

Educational Communications Center

Doty Building

Geneseo, New York 14454

716-243-4590

Charles F. Sixour, Project Administrator

** Monroe - 1 BOCES School Library System

2596 Baird Road

Penfield, New York 14526

716-381-9498

Gerald Cummings, Project Administrator

** Monroe - 2 Orleans BOCES School Library System

3599 Big Ridge Road

Spencerport, New York 14559

716-352-2432

Peter Madsen, Project Administrator

* New York City School Library System

131 Livingston Street, Room 330

Brooklyn, New York 11201

212-398-0290

Geraldine Clark, Project Administrator

Oswego County BOCES School Library System

P.O. Box 488

Mexico, New York 13114

315-963-7251

Barbara S. Jones, Project Administrator

* Putnam-Northern Westchester

BOCES School Library System

Pinesbridge Road

Yorktown Heights, New York 10598

914-245-2700 x 340

George J. Morrison, Project Administrator

** Rochester City School Library System

410 Alexander Street

Rochester, New York 14607

716-442-0600

Doris A. Hicks, Project Administrator

Syracuse City School District
School Library System
409 W. Genesee Street
Syracuse, New York 13202
315-425-4216
Joyce Everingham, Project Director

* Yonkers School Library System
145 Palmer Road
Yonkers, New York 10701
914-963-4567 x 206
Gloria Richards, Project Administrator

* Participants in Intershare

** Participants in RARE

REGIONAL LIBRARY COOPERATIVE PILOT PROJECTS. Two regional intersystem library networks were established in 1979 under the same legislation which authorized the school library pilot projects. Each drew together school library pilot projects, 3R's, and public library systems. The concept of regional intersystem cooperative networks is intended to carry the sharing of resources and services beyond libraries of the same type, to all types of libraries located within one of the nine library regions of the State. These networks are:

Intershare
C/O METRO
33 West 42nd Street
New York, New York 10036
212-398-0290
Forrest Carhart, Administrator
Joan Neumann, Project Coordinator

RARE (Rochester Area Resources Exchange)
C/O Rochester Regional Research Library Council
339 East Avenue - Room 300
Rochester, New York 14604
716-232-7930
Janet Welch, Administrator

LIBRARY DEGREE PROGRAMS REGISTERED WITH THE STATE EDUCATION DEPARTMENT

Ten programs operating in New York State are registered with the State Education Department: nine American Library Association accredited masters programs and one associate program. Several other library science associate programs are registered with SED but are not now functioning. All of these programs are based in accredited postsecondary institutions.

Emphasis on noncredit continuing library education varies with faculty interests, funding, administrative support, and the available market. All nine graduate programs typically offer colloquia open to the library community throughout the year.

A sixth-year certificate as well as the master's degree is offered by the nine graduate schools; two schools have doctoral programs and one has a joint doctoral program with higher education administration.

Courses offered as part of the associate, master's, sixth-year, or doctoral curriculum may also be taken by individuals as continuing education. Four graduate schools offer off-campus programs whose participants include those enrolled in courses as continuing education as well as for a degree.

Noncredit continuing education planning is the responsibility of faculty, sometimes compensated by reduced course load, in seven schools. Administrative staff are responsible for noncredit programs in two schools with program planning carried out in combination with other duties. The major continuing education role is programming.

The library schools are:

Long Island University, C.W. Post Center
Palmer Graduate Library School
Greenvale, New York 11548
516-299-2855
John T. Gillespie, Dean

Columbia University
School of Library Service
New York, New York 10027
212-280-2293
Richard L. Darling, Dean

Continuing Library Education Contact:
Carol Learmont
Associate Dean

Academic Affairs
Maria Regina College
1024 Court Street
Syracuse, New York 13208
315-474-4891
Sister Edward Daniel, Vice-President

State University of New York at Albany
School of Library and Information Science
Draper 113
135 Western Avenue
Albany, New York 12222
518-455-6288
Richard Halsey, Dean

State University of New York at Buffalo
School of Information and Library Studies
Buffalo, New York 14260
716-636-2411
George S. Bobinski, Dean

Continuing Library Education Contact:
Joseph Palmer
Assistant Professor

State University of New York,
College of Arts and Science, Geneseo
School of Library and Information Science
Geneseo, New York 14454
716-245-5322
John E. Kephart, Interim Dean

Pratt Institute
Graduate School of Library and Information Science
Brooklyn, New York 11205
212-636-3702
Nasser Sharify, Dean

Continuing Library Education Contact:
Rhoda Garoogian
Assistant Dean

Queens College, City University of New York
Graduate School of Library and Information Studies
Flushing, New York 11367
212-520-7195
Richard J. Hyman, Dean

St. John's University
Division of Library and Information Science
Grand Central and Utopia Parkways
Jamaica, New York 11439
212-969-8000 x 209
Mildred Lowe, Acting Director

Syracuse University
School of Information Studies
113 Euclid Avenue
Syracuse, New York 13210
315-423-2911
Robert S. Taylor, Dean

ASSOCIATIONS

Associations are organized bodies of people usually focusing on a mutual interest or concern. Library, media, and information associations typically are concerned with the development of libraries and the library media and information science profession, and with providing services to their members. Associations may function independently or in conjunction with other organizations.

Associations tend to be difficult continuing library education providers to characterize as so much of what they do depends on a changing individual membership base.

Associations typically carry out their continuing education role through meetings and conferences. Some also offer more formalized continuing education courses or workshops. Membership participation in the work of an association also may serve as a means of independent continuing education.

Associations may also become vehicles for action on continuing library education issues such as recognition and coordination. Several local, regional, and State level associations have been as actively concerned with these issues as they have been with programming.

STATE LEVEL ASSOCIATIONS. These associations serve the entire State although their constituency may be limited to a specific function within librarianship or type of library. State level associations tend to be well organized, ongoing organizations with a consistent pattern of continuing education programming. Two have paid staff to support member efforts. With the exception of the New York Library Association School Library Media Section, State level associations do not have regional or local affiliate associations. Programs are, however, held on a regional as well as State level basis.

The State level associations are:

New York Library Association (NYLA)
Suite 434
15 Park Row
New York, New York 10038
212-227-8032
Nancy Lian, Executive Director
Patricia Mautino, President

Committees and Task Forces:

Administrative, Clerical and Support Staff
Continuing Library Education
Ethnic Services Task Forces
Institution Libraries
Intellectual Freedom and Due Process
Legislative
Personnel Administration
Scholarships and Grants

Roundtables:

Concerns of Women
Film/Video
Government Documents
Intellectual Freedom
Junior Members
Library User Education
Union and Staff Organization

Sections

Academic and Special Libraries
Children's and Young Adult Services
Library Education
Public Libraries
Reference and Adult Services
Resources and Technical Services
School Library Media

New York State Association of Library Boards (NYSALB)
Box 208
71 West 23rd Street
New York, New York 10010
212-741-4506
Allan Boudreau, Executive Director

State University of New York Library Association (SUNY-LA)
Penfield Library
SUNY at Oswego
Oswego, New York 13126
315-341-4232
Blanche Judd, President

REGIONAL ASSOCIATIONS. These associations serve a section of the State larger than a single geographic area such as a municipality or county. New York City associations are classed as regional associations. Like State associations, their constituency may be either broad, including a variety of people involved in libraries at all levels, or limited to a specific function within libraries or type of library.

Regional associations of the Medical Library Association and Special Libraries Association have strong national association staff support for continuing library education, including courses organized at the national level but available locally. MLA chapters also have regional staff support through the regional medical library network which includes continuing education. MLA's certification program and approval system for programs not planned by MLA itself provides additional structure and support for local, regional, and national continuing medical library education.

Regional affiliates of the New York Library Association School Library Media Section maintain communication with the State level association but there is no paid staff support.

Regional associations not related to another level of association range from highly to loosely organized. Highly organized associations have subdivisions and committee structures and ongoing programs which continue despite changes in leadership. Institutional support tends to be more readily available to highly organized associations. Loosely organized associations are the most erratic in the roles and most difficult to involve in coordinated efforts because of more limited institutional support. Some associations, in addition to MLA and its subunits, are involved in coordination, but the major role is programming.

The regional associations are:

Albany Area Health Library Affiliates Survey (AAHLA)

Gail Botta
Albany Medical College Library
47 New Scotland Avenue
Albany, New York 12208

Area Health Sciences Librarians (Binghamton)

Maryanne Mattimore, Librarian
Library
Binghamton General Hospital
Mitchell Avenue
Binghamton, New York 13903
607-772-1100 x 220

Art Librarians Society of North America
New York Chapter

Evelyn Samuel, Chair
N.Y.U. Institute of Fine Arts
1 East 78th Street
New York, New York 10021
212-988-5550

American Association for Information Science (ASIS)
New York Chapter

Mauro Pittaro, Jr., Chairman
Engineering Index
345 East 47th Street
New York, New York 10017

American Society of Indexers
New York Chapter

C/O American Institute of CPAs
1211 Avenue of the Americas
New York, New York 10036

Associated Information Managers Group in New York City

Roberta Gardener, Manager Information Science
Dun and Bradstreet
299 Park Avenue
New York, New York 10017

Associated Information Managers Group - Upstate

Constance Steward
General Electric
Bldg. #3 - Room 104
Electronic Parkway
Syracuse, New York 13221

Association for Population/Family Planning Centers
Library and Information Centers International

New York Chapter

Gloria Roberts
Planned Parenthood
810 7th Avenue
New York, New York 10019
212-541-7800

Health Resources Council of Central New York

Jessica Boysen
Library Community General Hospital
Broad Street
Syracuse, New York 13215

Hudson Mohawk Library Association

J. Olivia Yunker, President
Knolls Atomic Power Laboratory
Document Library
General Electric Company
River Road
Niskayuna, New York 12309

Law Library Association of Greater New York

Peggy Butler
New York Life Insurance Company
Law Library
Room 1101
51 Madison Avenue
New York, New York 10010
212-576-6458

Library Association of The City University of New York (LACUNY)

Barbara Scheele, President
Brooklyn College
Bedford Avenue and Avenue H
Brooklyn, New York 11210

Librarian's Unlimited

Agnes Benfy, President
231 Blackberry
Liverpool, New York 13088

Medical and Scientific Libraries of Long Island

May Chariton
Southside Hospital
Montauk Highway
Bay Shore, New York 11705
516-435-3026 x 3027

Medical Library Association Regional Chapters

New York Regional Group of the Medical Library Association

Madeline Taylor
Health Science Library
The College of Medicine and Dentistry
100 Bergen Street
Newark, New Jersey 07103

Upstate New York and Ontario Chapter of the Medical Library Association

June Glaser
Eastman Dental Center
625 Elmwood Avenue
Rochester, New York 14620
716-275-5010

New York Area Theological Library Association

Donald Vorp, Chairperson
C/O Rose Memorial Library
Drew University
Madison, New Jersey
201-377-3000 x 472

New York Library Association School Library Media Section

Eastern New York Librarians Association

Pat Webster, President
South Colonie Central High School Library
100 Hackett Boulevard
Albany, New York 12205

Greater Rochester Area School Media Specialists Association

Patricia Southcombe, President
Park Road Elementary School
Park Road
Pittsford, New York 14534

New York City School Librarians Association
Shirley Rappaport
286 Corbin Place
Brooklyn, New York 11235

School Library Media Specialist, Southeastern Zone
Rod Jaros, Chairperson
Horace Greeley High School
70 Roaring Brook Road
Chappaqua, New York 10546

New York Technical Services Libraries
Joan Marshall
Brooklyn College Library Cataloging Department
Brooklyn, New York 11210

Northern Adirondack Library Association (NALA)
Nancy Kress, President
27 Lynde Street
Plattsburgh, New York 12901

Northern New York Health Information Cooperative
Marion Blauvelt
North Country 3R's Council
P.O. Box 568
Canton, New York 13617
315-386-4560

Orange Sullivan Public Library Association
Christine Scanduno, President
Rushmore Memorial Library
Albany Turnpike
Highland Mills, New York 10930
914-928-6162

RESOURCES

Joseph McElroy, President
1436 Hidder Pond Lane
Walworth, New York 14568

Rochester Area Libraries in Health Care
Mary Daniel
St. Mary's Hospital
89 Genesee Street
Rochester, New York 14611
716-328-3300 x 258

Suburban Librarian Association of Western New York (SLAWNY)
Margaret Yacobucci, Secretary
1335 Blakely Road
East Aurora, New York 14052

Special Libraries Association Chapters

Long Island Chapter

Mary Grant, President
Center for Economic Research
CW Post Center
Long Island University
Greenvale, New York 11548

New York Chapter

Ellen Miller, President
Booz, Allen & Hamilton Inc.
24 Park Avenue
New York, New York 10017

Hudson Valley Chapter

Ruth Gruettner, Chairperson
American Can Company
American Lane (2B2)
Greenwich, Connecticut 06830

Upstate New York Chapter

Janice W. Holladay, President
University of Rochester
Engineering Library
Rochester, New York 14627

Western New York Health Science Librarians

Janice Thompson
Buffalo General Hospital
100 High Street
Buffalo, New York 14203
716-845-5600

LOCAL ASSOCIATIONS. These associations, which may have either broad or limited memberships, are confined to a specific geographic area such as a municipality or county.

Some local school library media associations are affiliated with the New York Library Association School Library Media Section. All other local associations function independently of other association relationships although they may cooperate on specific activities.

Local associations, even more than regional associations, range from highly to loosely organized. Their major continuing library education role is programming although some have taken a strong interest in coordination and recognition issues.

The local associations are:

Academic Libraries of Brooklyn (ALB)

Tad Kumatz, Treasurer
C/O Pratt Institute Library
215 Ryerson Street
Brooklyn, New York 11205

Brooklyn, Queens and Staten Island Health Services Library Group

Stacy Saley
City Hospital Center at Elmhurst
Medical Library
79-01 Broadway
Elmhurst, New York 11373
202-830-1538

Bronx Library Association

Janet Butler, President
C/O Mercy College Bronx Extension Center
2250 Williamsbridge Road
Bronx, New York 10469
212-933-2233 x 674

Childrens Librarians Association of Suffolk County

Kathleen Deerr, President
C/O Martics-Moriches-Shirley Community Library
William Floyd Parkway
Shirley, New York 11967

Consortium for Foundation Libraries

Vivian Hewitt
Carnegie Endowment for International Peace
30 Rockefeller Plaza
New York, New York 10020
212-572-8200

Health Information Libraries of Westchester (HILOW)

Joan Giordano, Chairperson
Health Science Library
Westchester County Medical Center
Valhalla, New York 10595
914-347-7033, 7034, 7035

Manhattan/Bronx Health Sciences Libraries Group

Margaret M. Kinney
V.A. Hospital
130 West Kingsbridge Road
Bronx, New York 10468
212-584-9000 x 433

Nassau County Library Association

Adrianne Fluckiger, President
Syosset Public Library
225 South Oyster Bay Road
Syosset, New York 11791
516-WA-1-7161

Continuing Library Education Contact:

Fredric A. Krahn, Chair
Continuing Education Committee
East Meadow Public Library
Front Street & New Bridge Avenue
East Meadow, New York 11554
516-794-2570

New York Library Association School Library Media Section

Buffalo Public School Library Media Specialist Association

Cathy Hetzler President
P.S. #67 (Mon.-Wed.-Fri.)
911 Abbott Road
Buffalo, New York 14220

P.S. #26 (Tues.-Thurs.)
84 Harrison Street
Buffalo, New York 14210

Chautauqua County School Library Media Association
Bernadette Aubert, President
10 Georges Place
Fredonia, New York 14063

New York State Interagency Information Group
Dorothy Bross, Chairperson
Department of Health Library
Tower Building
Empire State Plaza
Albany, New York 12237

Public Library Director's Association of Suffolk County
Victoria Wallace, President
Northport-East Northport Public Library
115 Laurel Avenue
Northport, New York 11768

Rockland County Public Library Association RCPLA/LARC
Ruth Bolin, President
Finkelstein Memorial Library
19 So. Madison Avenue
Spring Valley, New York 10977
914-352-5700

Suffolk County Library Association
Post Office Box 119
St. James, New York 11780
Sally Miller, President
Half Hollow Hills Community Library
55 Vanderbilt Parkway
Dix Hills, New York 11746
516-421-4530

Ulster County Library Association
Marion Dumond
Ellenville Public Library
40 Center Street
Ellenville, New York 12428
914-647-5530

Westchester Library Association
Marilyn Menack, President
Westchester Community College
75 Grasslands Road
Valhalla, New York 10595

Continuing Library Education Contact:
Charlotte Szabo, Chair
Continuing Education Committee
White Plains Public Library
100 Martine Avenue
White Plains, New York 10601
914-682-4400

NETWORKS AND UTILITIES

Networks are two or more organizations engaged in a common pattern of information exchange through telecommunications links. Utilities are organizations formed to provide services to members generally including computer services and telecommunications. Continuing education offered by networks and utilities supports the use of services offered but can extend to related content areas and/or in response

to user request. Staff typically arrange and carry out continuing education programs frequently using curriculum or support materials developed by the utility.

The networks and utilities are:

Research Libraries Group Inc.
Jordan Quadrangel
Stanford, California 94305
Ms. Jamie Levine
Ms. Lois Kirshner

SUNY-OCLC
Office of Library Services
State University of New York
University Plaza
Albany, New York 12246
Glyn Evans, Director

University of Toronto Automation Library Services (UTLAS)
Room 8004
John Rodarts Library
130 St. George Street
Toronto, Ontario
Canada M5S-1R5
Mr. Robin Braittwaite

GOVERNMENTAL UNITS

Units of government directly related to libraries tend to function on the state and national level. In New York the major governmental unit engaged in continuing library education is the State Education Department through the State Library and the Bureaus of School Libraries, Regional Library Services, and Specialist Library Services.

Continuing library education programs are sponsored both to support programs and to address State level needs and trends. Program planning is the responsibility of staff, with individual staff being responsible for programming on a rotating basis and/or in a particular specialty. Advisory committees made up of staff and representatives of the field are frequently used.

The Bureau of Specialist Library Services also includes a continuing education specialist whose primary responsibility is the development and coordination of continuing library education within the State.

Governmental units are:

STATE EDUCATION DEPARTMENT
Bureau of School Libraries
Education Building Annex - Room 676
Albany, New York 12234
518-474-2424

Library Development
Cultural Education Center
Albany, New York 12230

Bureau of Regional Library Services (518-474-6971)

Robert J. Flores, Chief
518-474-7196

Bureau of Specialist Library Services (518-474-7890)

E.J. Josey, Chief
518-474-7192

Continuing Library Education Consultant

Marion Rhodes
518-474-7890

New York State Library
Cultural Education Center
Albany, New York 12230
Peter Paulson, Director
518-474-5930

LIBRARIES WITH STAFF DEVELOPMENT PROGRAMS

Staff of almost all library media and information centers in the State, at one time or another, have participated in continuing library education programs, often on library time or with library support. The number of libraries having internal programs, however, is unknown. Typically, libraries with staff development programs would tend to have a number of staff members. Staff development programs may be organizationwide or within only specified units of an organization. Staff development is also typically the responsibility of supervisors through formalized programs or on-the-job training.

Staff organizations or unions may also provide continuing education for employees of a particular library.

The continuing education programs of the consolidated public library systems (see page 1) in New York City can be considered staff development programs because all participants are employed by the libraries.

The program serving the Pioneer and Monroe County Library Systems also serves the staff of the Rochester Public Library and so can be categorized as a staff development program as well as a public library system provider.

As of January 1981, Columbia University Libraries will have filled the Staff Development Officer position.

COMMERCIAL PROVIDERS

Commercial providers of continuing library education have as a major motivation the generation of income. The continuing education activity may support the sale of a product as in the case of Library Journal Seminars, which connects "L J Reports" development to seminars; or be the product itself in the case of Aaron Cohen Associates, independent producer of programs on library space and design. Continuing education also may support the use of a service as in the case of training offered by Bibliographic Retrieval Service (BRS) or other vendors of bibliographic services.